# New Jersey Plastics Advisory Council
# Third Year Report


January 28, 2026

Dear Governor Sherrill, Lieutenant Governor Caldwell, Acting Commissioner Potosnak, Legislative Leaders, and New Jerseyans,

With the passage of the "Get Past Plastic" Law (P.L.2020, c. 117), New Jersey proved to the country that the most densely populated state in the nation could set national precedence to reduce plastic waste and show meaningful progress in quality of life and environmental stewardship. Consider these facts:

- Plastic bags are no longer seen everywhere littering trees, trashing roadways and highways clogging storm drains.
- Plastic bags entering recycling centers have dramatically declined which has lowered mechanical failures and reduced costs for maintenance and machinery repairs.
- Plastic bags found on beaches have been reduced by over 30%.
- As of May 4, 2025, the New Jersey Food Council and New Jersey Clean Communities estimated there were over 24 billion less plastic bags in New Jersey and there are thousands fewer every day (NJ plastic bag ban is a tremendous success | Opinion).

While these are significant achievements, plastics not only continue to threaten public health and the environment, but the risks and impacts are increasing based on new studies. Each passing month a new alarming study is released regarding the threats or harms to public health and the ecosystem from plastic production, use, disposal, and degradation. These impacts also cause negative results to the economy. From the macro level as seen in the massive mounds of trash in landfills, along roadways and in the ocean, to the nano level where plastic is now found in brain tissue and transferred to the unborn. In short, there is not a nook or cranny on Earth that has not been impacted by plastics. The continuing dangers of plastic pollution demand a global call to action, which can start locally. Clearly, research and collaboration are required to ensure effective and environmentally sound solutions are implemented. This is where the PAC plays an important and useful role.

Here in New Jersey, the "Get Past Plastics" Law provides a strong foothold for action by stating the following: *"The Legislature therefore determines that it is no longer conscionable to permit the unfettered use and disposal of single-use plastics in the State."*

The Law took bold action by banning certain items including single-use plastic bags and polystyrene foam containers. It also established a means to reduce plastic waste by stipulating that single-use plastic straws were only to be provided "upon request." Importantly, the Law also provided a means to drive future actions to reduce plastic waste by establishing within the New Jersey Department of Environmental Protection (DEP), the New Jersey Plastics Advisory Council (PAC) and including a diverse membership of experts in key fields. This group is tasked to study success of the Law, research impacts and opportunities, and make recommendations for administrative or legislative action to further reduce single-use plastic waste.

For the first two years, the Law provided the PAC with clear guidance and direction in the form of research and reporting requirements. The Year One Report and the Year Two Report were robust and detailed the environmental and public health risks of plastics and assessments on the implementation of the law. Importantly, the PAC also identified "Opportunities for Action" –

essential recommendations and steps for the administration and legislature to move forward decisively to reduce plastic waste. These recommendations were nearly unanimous among the PAC membership.

For its third year, the PAC was determined to assess the implementation of the law, and to forge its own path to determine progress toward meeting its goals. The PAC decided to reflect on the "Opportunities for Action" (OFA) to identify a few top priorities and to dive more deeply into these for more specific actions for the Governor, state agencies and legislators to take to reduce plastic waste. To determine the priorities, the PAC identified and voted on the top issues which were then delegated to three standing committees led by dedicated chairs:

- Policy Committee: Brooke Helmick
- Waste Reduction Committee: Nandini Checko
- Education, Assessment and Compliance: Beth Ravit

The committees met monthly to identify and foster concurrence on specific next steps to move the PAC's priorities forward. Following approval by the full PAC, several of these actions were then sent for review by the DEP. These actions included steps to be taken by the Governor's Office, DEP, and the New Jersey Department of Health (DOH). In addition, to respond to legislative requests and proposals, an ad hoc group was established within the Policy Committee. Recommendations from this group were also presented for review by DEP. The results of these committees' hard work are fully detailed in this report.

The process of review highlighted a challenge for effective and timely input of the PAC. Discussions were underway at the conclusion of Year Three to determine the PAC's role, to be nimbler and more responsive to legislative requests, as well as provide recommendations to the administration. These discussions will seek to ensure the PAC has agency and is efficient and effective in its legislatively directed mission and purpose.

The impressive dedication and commitment of the PAC members and support from DEP staff cannot be overstated. As experts in their fields, the PAC members continue to work collaboratively and collegially toward solutions on such vexing and complex issues. The staff of the DEP provided extensive technical, administrative and logistical support.

It is an honor to present the Third Year Report on behalf of such outstanding leadership.

Together, we look forward to your consideration, feedback, and action moving forward.

Ever onward,

Cindy Zipf
Chair, New Jersey Plastic Advisory Council
Executive Director, Clean Ocean Action

**NJ PAC Members:**
Nandini Checko, Association of New Jersey Environmental Commissions
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Brooke Helmick, New Jersey Environmental Justice Alliance
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James Lawler, Circular Systems
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John Weber, Borough of Bradley Beach
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# Acknowledgements

This report is the result of the knowledge, experience, and hard work from a range of businesses, organizations, agencies, and elected leaders who support the vital goals of the "Get Past Plastic" Law. Leading the way is the legislatively established New Jersey Plastics Advisory Council (PAC), appointed by Governor Phil Murphy to represent key interest areas and who embraced their task with thoughtful dedication, purpose, and collaboration.

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**Special Contributors and Subject Matter Experts**: Numerous individuals provided valuable expertise and time, enriching the Council's deliberations and essential to the success of the report.

# Introduction and Executive Summary

On November 4, 2020, Governor Phil Murphy signed into law P.L. 2020, c. 117 (N.J.S.A. 13:1E-99.126), herein called the "Get Past Plastic" Law (Law), which prohibits the use of single-use plastic carryout bags in all stores and food service businesses Statewide and single-use paper carryout bags in larger grocery stores. The law also prohibits the dispensing of polystyrene foam food service products and requires that single-use straws be available upon request only. The provisions of this law became fully effective on May 4, 2022. On April 7, 2025, the Department of Environmental Protection (DEP) adopted regulation for the Law under N.J.A.C. 7:26L. A courtesy copy of these rules is available here: Single-Use Paper and Plastic Carryout Bags and Polystyrene Foam Food Service Products.

The Plastics Advisory Council (PAC) is mandated by the Law to monitor its implementation and to provide recommendations for legislative or administrative action. Additionally, the PAC must also study the environmental and public health impacts of plastics and their alternatives, and strategies and policies to increase recycling and reduce the amount of plastic entering the environment.

The PAC's previous reports, herein called the "first-year and/or second-year report," found the implementation of the Law to be highly effective. In the Law's first year, survey work conducted by the New Jersey Food Council approximated that 5.5 billion single-use plastic bags and 110 million single-use paper bags were eliminated from entering the waste stream and environment by the grocery store sector alone.

Compliance inspections conducted by DEP, County Environmental Health Act agencies, and municipalities continue to show relatively few violations and those cited were quickly addressed. The data from Clean Ocean Action's 2024 Beach Sweeps report shows a significant decrease in litter from the May 2022 implementation of the Law with 70% fewer single-use plastic bags, 57% fewer plastic straws, and 47% less foam waste found along the New Jersey coast.

In their first-year report, the PAC identified 20 Opportunity for Actions (OFAs) to manage New Jersey's plastic waste, which led to the formation of three committees in the second year, to address different aspects of these OFAs. During the second year, the committees identified priority or focus areas.

The committees and their focus areas are as follows:

- Policy Committee: evaluates and promotes reuse and waste reduction policy strategies in outside sectors such as schools, prisons, hotels, and medical facilities.
- Waste Reduction Committee (WRC): drafts recommendations for public sector waste reduction and reuse and refill opportunities.
- Education Steering Committee (ESC): advises the DEP on development of a Statewide education campaign that supports reduction of plastic.

The PAC's first-year and second-year reports can be found here; DEP| New Jersey Department of Environmental Protection | Get Past Plastic

The third-year report is presented in five sections:

Section 1 represents the evaluation of the effectiveness of the Law, in its third year of implementation.

Section 2 summarizes the work of the Policy Committee which sought to identify legal, policy and regulatory actions which could support plastic reduction and environmental goals of the PAC and the State of New Jersey as a whole.

Section 3 summarizes the work of the Waste Reduction Committee which sought to identify several short-term recommendations related to waste reduction throughout the State.

Section 4 summarizes the work of the Education Steering Committee which recommends the development of a Statewide education campaign that supports reduction of plastic, provides information to evaluate claims that plastic products or packaging decompose, and suggests communication that highlights the environmental and health risks associated with plastics.

Section 5 lists all appendixes which include supporting documentation related to the committee reports.

Disclaimer: This report reflects the viewpoint of the PAC and does not represent the administration's commitments to legislation or funding.

# Section 1: Evaluation of the Implementation and the Effectiveness of the Get Past Plastic Law

As the Law moves into its fourth year of implementation, the success can be seen in various ways throughout the State. The New Jersey Clean Communities Council (NJCCC) estimates that each year, 8.4 billion single-use bags will be removed from the State's waste stream (Litter Free New Jersey). In grocery stores throughout the State, consumers have adapted to the sustainable practice of using reusable bags to collect and hold grocery store purchases. At farms or farm stands, reusable bags or boxes are being used to carry produce. Along the roads and highways there are no longer an abundance of plastic bags hanging from tree branches, and litter pickups are seeing a significant reduction in the number of bags pickup during clean ups. With each passing year of implementation, the impact of the Law will continue to have a positive impact to New Jersey's ecosystems.

One example of reduced litter is reflected in 2024 data from Clean Ocean Action's (COA) litter survey. COA is a non-profit organization founded in 1984 whose mission is to improve the water quality of the marine waters surrounding New York and New Jersey. COA has organized a biannual "Beach Sweeps" program across New Jersey's beaches in the spring and fall every year since 1985. COA's program is one of the longest running cleanups of its kind in the world.

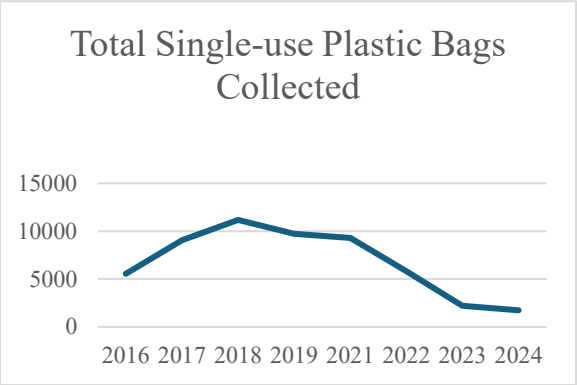
Participants collect debris from cleanup sites and record the data, which is then compiled and published annually. Also, during summer months, COA hosts many smaller beach cleanups at Gateway National Recreation Area on Sandy Hook in a program called "Corporate Beach Sweeps." This team-building program is open to groups or businesses who collect, sort, and tally items using the same data card as the Statewide Beach Sweeps. A report of the combined data is issued annually and posted on COA's website (Clean Ocean Action: Annual Beach Sweeps Reports).

COA works tirelessly to ensure that the data reflecting the debris collected during each cleanup is accurately recorded and that the materials are collected responsibly and safely. While this information is very useful to the DEP and cleanups are beneficial to the environment, these activities understate the amount of litter that accumulates on New Jersey's shorelines. It is also important to note that the shoreline litter may have been generated in other States but washed into New Jersey. While the data does not represent or describe litter generation across the State's 564 municipalities, it does provide a good snapshot over time of the types of litter found along the Jersey Shore that pose a threat to the waters of New Jersey.

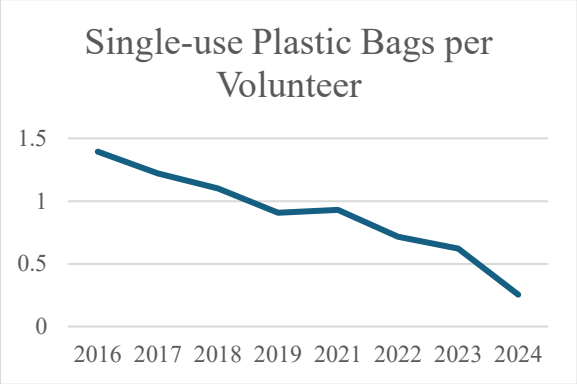
COA calculates materials collected per volunteer based on the data reported. The DEP analyzed the collection of plastic bags per volunteer, plastic straws per volunteer, and foam per volunteer, with foam consisting of restaurant takeout containers, plates, and cups, and likely other items not covered under the law. Additionally, the DEP chose to analyze data reported from the years 2016 through 2024 omitting the year 2020 due to data collection complications from the COVID-19 pandemic. The purpose of using this data set dating back to 2016 was to exemplify how much litter was collected during Beach Sweeps of New Jersey's coastline in the five years prior to the implementation of the Law.

In reviewing the previous years of data, it is evident in the graphs below (*Graphs 1, 3, 5)* that the total number of single-use plastic bags, plastic straws, and polystyrene foam had been steadily increasing since 2016. However, a significant decrease in the total number of these items collected can be observed in the past year.

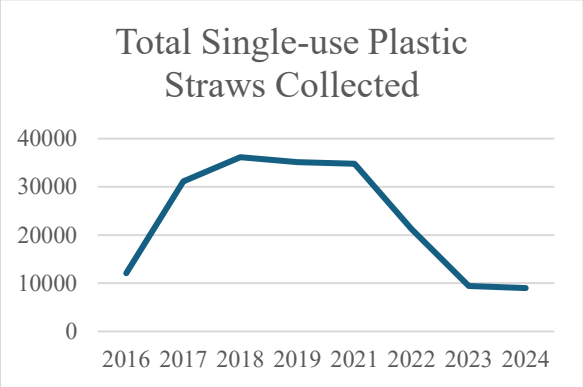
The data collected and reported from the COA Beach Sweeps and Corporate Beach Sweeps demonstrate that while the results of collected materials vary from year to year, the collection of materials as a whole and items collected per person (*Graphs 2, 4, 6*) typically declined or plateaued over the selected timeframe.



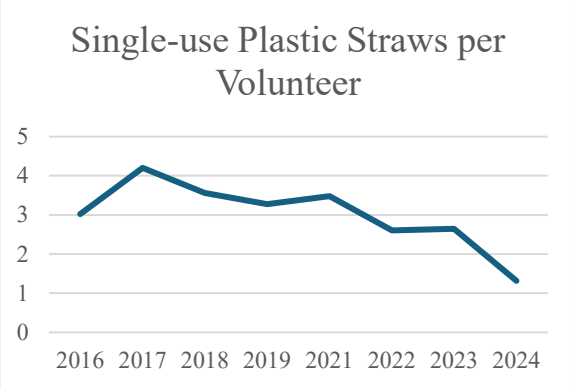

***Graph 1***



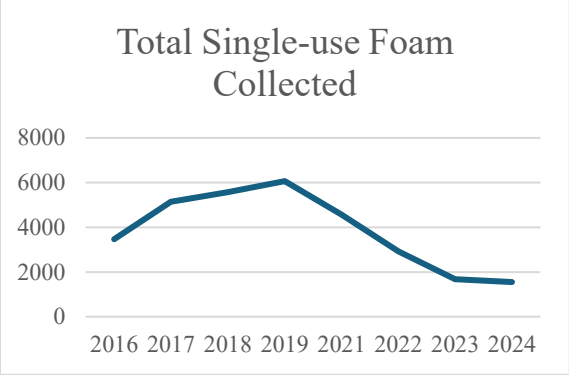

***Graph 2***



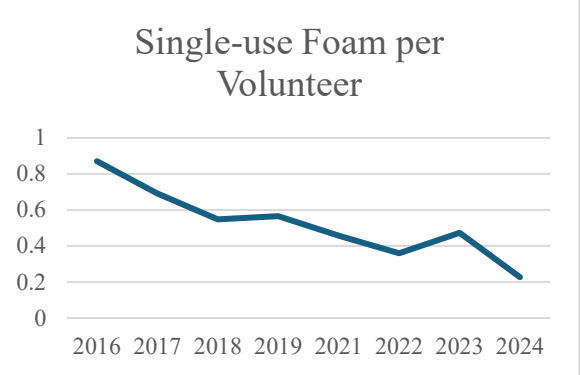

***Graph 3***




***Graph 4***




***Graph 5***




***Graph 6***

# Section 2: Policy Committee Report

## Committee Background

The PAC Policy Committee is comprised of eight (8) committee members tasked with the goal to "*Frame and make policy recommendations for a "New Jersey Plastic Waste Reduction Act" to drive reuse-refill circular economies including infrastructure. It would establish aspirational goals, promote Statewide and county reuse planning, and require outreach and awareness.*" The committee met monthly to discuss shared goals, report back on research, and develop recommendations. The committee members include:

1. Brooke Helmick, New Jersey Environmental Justice Alliance, Committee Chair
2. Lauren Craig, Coca-Cola Company
3. Judith Enck, Beyond Plastics, Bennington College
4. Janine MacGregor, DEP (retired)
5. Christina Page, DEP
6. Mary Ellen Peppard, NJ Food Council
7. Julia Rossi, DEP
8. Cindy Zipf, Director, Clean Ocean Action

The committee was supported by Christina Dubin, Bennington College and Erika Bosack, COA, who conducted research on behalf of the committee members.

## Introduction

The Policy Committee sought to identify legal, policy, and regulatory actions which could support plastic reduction and environmental goals of the PAC and the State. The Committee's vision is to support the opportunity for reduction mechanisms as well as implementation of the reuse and refill systems that are outlined in the "Opportunities for Action" within the second-year report. The following report details the key discussions of the committee and outlines recommendations for action which could be implemented to support plastic reduction efforts.

Reuse and refill economies prioritize the continuous use of products and materials, extending their value, reducing waste, and use of resources. In undertaking the goal of providing insight into areas for reuse and refill economy opportunities in New Jersey, the Policy Committee first sought to understand existing infrastructure. Some members articulated strong support for following models and structures set up in other nations, particularly those in the European Union that highlight the feasibility and reasonability of reuse and refill structures. Other members noted that there were significant infrastructural investments made in these areas prior to the adoption of reuse and refill systems. The majority of the committee agreed that more research into technology and infrastructure should be conducted, as well as analysis of existing opportunities to leverage government funding and support to invest in this infrastructure to bring a robust reuse and refill model to the United States, and New Jersey in particular. The Policy Committee's notes are included as Appendix A1.

### *Discussions*

A significant portion of the Policy Committee's work included setting definitional standards and agreements. Part of this work was conducted during ad hoc meetings reviewing pending

legislation, S3195/A5157, generally referred to as 'Skip the Stuff,' which addressed plastic utensils and condiments provided by eateries throughout the State. The Policy Committee reviewed this bill and provided feedback to the DEP upon the request of the bill's sponsor, Senator Bob Smith. As part of the committee's review of the bill, members discussed the definitions set within the bill, including the definition of 'eco-friendly'.

In this context, a majority of members agreed that the following definition should be adopted into law.

> ""Eco-friendly alternative utensils and condiments" means and includes: utensils and condiment packets or packages which are composed of compostable material or another material approved, by the department or the United States Environmental Protection Agency, as an eco-friendly alternative to conventional plastics, regardless of whether such utensils and condiment packages are designed to be discarded, by the consumer, after a single-use; utensils and condiment packets or packages which are designed to be used multiple times and are not intended to be discarded after a single-use, regardless of whether such utensils and condiment packages are composed of conventional plastics; and any other utensils and condiment packets or packages that are approved, by the department or the United States Environmental Protection Agency, as eco-friendly alternatives to single-use plastic utensils or condiments."
>
> – S. 3195, 2025, "Skip the Stuff"

A small number of PAC members dissented and formed a minority opinion that this definition was beyond the scope of the PAC's mandate. As such, given the majority opinion, it follows that this definition should also be used in the context of this report and the recommendations laid out here.

Policy Committee members also discussed and agreed that it was critical to keep an Extended Producer Responsibility (EPR) framework in mind when developing research and recommendations in the policy sphere as well as subsequent legislative recommendations. Committee members looked at the PAC's year-two report to provide guidance on this framework and shape areas of focus for the third year.

### *Aligning With Existing Health Laws*

It is critical to note that the Policy Committee repeatedly returned to questions of identifying policies that had synergy with existing health laws and providing recommendations which could continue to protect public health. Conversations with other PAC members found that New Jersey health laws were written with reusables in mind, and therefore a transition to a reuse and refill economy would not be likely to contradict existing health laws but instead, augment and support efforts to improve public health outcomes for New Jersey residents.

### *Gathering Research and Information*

The Policy Committee focused on gathering information on existing resources, evidence, and data that could point towards areas of opportunity. Conducting research, with the support of DEP staff, provided critical insight into existing laws and regulations in other states from which New Jersey could model itself. Additionally, committee members put together lists of businesses and individuals who could provide insight on drafted legislation on topics including reuse/refill models in Europe, zero-waste principles, and infrastructural development, which are included as

Appendix A2. The committee's recommendations aimed at augmenting existing recommendations in PAC's previous reports as well as providing a springboard for further conversation in previously undiscussed sectors.

### *Identifying Infrastructural Barriers*

Keeping in mind the goal of highlighting the current landscape of reuse and refill in New Jersey, the committee members discussed the various sectors and where their efforts should be focused. There was significant time dedicated to deciding whether to explore the opportunities and challenges for a reuse and refill economy in eateries including restaurants, fast food establishments, carts/trucks, and other areas where New Jersey residents and visitors purchase food. In all, this committee decided to forgo continued research in eateries for two reasons:

1. The committee believes that this sector has been previously explored in both the year-one and year-two PAC reports. In addition, the WRC has included this sector in their research and discussion.

2. At the time of conversation and in the months surrounding, the legislature was discussing several bills related to this topic, and which would capture the eateries discussed above including S3195/A5157 "Skip the Stuff," and S3147/A4379 "Bottle Bill."

To ensure that the PAC does not duplicate efforts or contradict existing efforts, the committee agreed that their efforts were better spent on specific sectors or areas of conversation that had not yet been thoroughly explored. For this reason, the committee focused discussions on reuse and refill in both the school and hotel sectors. The committee also identified that the sectors of hospitals and prisons should be the focus of future PAC work.

# Recommendations

## Primary Sectors

### *Schools*

Some of the committee's discussions centered around promoting "Skip the Stuff" in the school system. Components of this already exist in the Sustainable Jersey for Schools initiative, which is a voluntary certification program that provides guidance, support, and recognition to schools that implement steps to be sustainable in their operations. This program should continue to be promoted as an opportunity for students and educators to come together in advocacy. Over the last decade, there are several examples of students and teachers from across the country joining efforts to reduce single-use plastic on their campuses. Initiatives appear most effective when they are student initiated, which underscores the importance of the ESC's work. However, there is room for policy initiatives including the expansion of the Sustainable Jersey for Schools initiative to integrate the language and focus from the "Skip the Stuff" bill.

Significant time has been invested by the PAC's ESC and WRC in understanding the role of education and schools in promoting a plastic-free future. The Policy Committee researched opportunities for single-use plastic reduction which could complement educational outcomes for students K-12.

Several articles highlighted the importance of plastic reduction/environmentally focused student initiatives being well funded. There are policy opportunities here, including avenues for

government-funded grant-making and scholarship opportunities utilizing existing funds such as NJCCC or the Sustainable Jersey Grants Program. Such grant and scholarship opportunities should be open to all students and schools, with particular emphasis on schools and areas located in environmental justice communities. Locating these areas can be done using DEP's Environmental Justice Map (DEP EJ Resources).

Additionally, other grant opportunities can be made available to schools wishing to switch from single-use plastic utensils, trays, cutlery, etc. to reusables. Case studies from Minnesota middle schools and a high school in Illinois demonstrate the feasibility of such initiatives provided adequate funding is available. In addition to the environmental benefits, schools saw annual savings and no substantial rise in on-site water or electricity usage. As highlighted in the Minnesota Case Study (Appendix A3), funding can be a barrier to participation, so legislation that would authorize the DEP to mitigate these barriers by making small grants available to individual schools and school districts wishing to switch to reusable alternatives could assist these efforts. Likewise, committee members have suggested the development of funding through the Recycling Enhancement Act (REA) grant to support technical guidance and best practice development for schools and learning centers to switch to reusables.

While the Policy Committee does note that there may be safety considerations for young children, this should not be a hindrance to making these funds available for schools. It may be of use to speak directly with principals and school cafeteria workers to learn about their day-to-day work, and what size funding would be most appropriate for these types of programs.

### *Hotels*

With support of DEP staff, the Policy committee researched how to decrease the use of single-use plastic in hotels. The committee reviewed an Illinois law signed by Governor Pritzker in August 2024 which required that all hotels with 50 plus rooms stop using small, single-use plastic hygiene products in their rooms by July 2025, then expanded this rule to all hotels in the State by January 2026. Legislators in Illinois pointed to other bills following this model in Washington (2023) as well as California (2019) and New York (2024).

Illinois saw widespread support for this bill across sectors, including both the hotel advocates as well as environmental activists. It is important to note that this bill follows a similar structure as the pending "Skip the Stuff" legislation which allows hotels to make single-use plastic hygiene items available to hotel guests upon their request in areas other than their room or public restroom. The research did not identify any health and safety considerations. The committee's research is included as Appendix A4.

The Policy committee has determined that implementation of the bill would be feasible at the State level. It is our recommendation that the PAC pursue implementation of this legislation banning single-use plastic hygiene products in hotels. A model bill is attached as Appendix A5.

## Secondary Sectors

In highlighting secondary sectors, this committee does not mean to imply that these sectors are worth any less time, consideration, or exploration than other areas of this report. Instead, these sections should be taken to mean that this committee has found a lack of substantive research yet to be conducted and recommends that the DEP explore opportunities to adopt reuse and refill models in partnership with stakeholders in these sectors. To this end, the committee highlights

the importance of understanding the increased risk of environmental hazards for vulnerable populations, including but not limited to incarcerated individuals. Surely there are opportunities for engagement, education, and advocacy in these spaces. Committee members have suggested a framework akin to Skip the Stuff but applied more broadly in terms of accessible materials and areas of focus to fit within the landscape of the associated sectors.

### *Prisons*

There is very little information about what is happening with utensils, condiments, and plastic waste inside of prison facilities in New Jersey. This is in part due to the structure of the prison system within the United States as well as the challenges in determining decision-making power and jurisdiction at various correctional facilities across the country. This committee has discussed the importance of understanding what the current practices are within these facilities related to plastic use and identifying what steps might have already been taken to reduce single-use plastic usage in prisons across the State.

Notwithstanding that the primary concern of prison officials is to facilitate a safe environment, this committee recommends that more research be done to understand existing efforts, opportunities for improvement, and challenges. Furthermore, the committee recommends that the PAC develop a working group of stakeholders with expertise in this area to hear from experts on prison structure, those responsible for day-to-day prison logistics, and individuals who may be able to provide regulatory and legislative recommendations that can support the reuse and refill economy within prison facilities.

### *Hospitals*

Similar to the recommendations outlined in the section above, the committee discussed the question of single-use plastic reduction in hospital settings and medical care facilities. Additionally, the committee met with a representative from the New Jersey Hospital Association who shared concerns regarding sanitation and feasibility of reducing the use of plastics. Although there are areas which cannot adopt reuse and refill to maintain sanitary conditions for patients, the committee believes that there are opportunities for engagement to identify ways to reduce the amount of single-use plastics within hospitals and medical care facilities.

The committee recommends that the PAC, with assistance from DEP, conduct further research on existing guidelines on plastic reduction in hospitals across the State. Research has indicated that guidelines are completed on a facility-by-facility basis. To expedite and streamline the process, continued exploration can be done in conjunction with the efforts of the New Jersey Department of Health (NJDOH), if any such efforts are ongoing or have previously been undertaken. This can ensure interdepartmental alignment and avoid duplication of work.

Another opportunity can and should include the facilitation of a stakeholder meeting by both DEP and NJDOH. This stakeholder meeting should be held with the intention of identifying opportunities for government action with legislative mandate, credit, and/or certification, etc. akin to the Sustainable Schools certification so both public and private sector medical care facilities are encouraged and supported in their sustainability goals. Research indicates that many hospitals in the State are operating within tight margins, unable to implement increased sustainability measures in plastic waste reduction. Other opportunities for action by the DEP can include consideration of grant-making opportunities targeted at plastic waste reduction in medical facilities including hospitals and other healthcare centers.

## Conclusion

The Policy Committee's recommendations identify legal, policy, and regulatory actions which could support plastic reduction and environmental goals of the PAC and the State. Specific actions such as implementing reusables and banning single-use products were identified by the committee to reduce the amount of single-use plastics within schools and hotels. Finally, the committee identified that prisons and hospitals are two sectors that need additional stakeholdering and research to identify ways to reduce the amount of single-use plastics in their facilities.

# Section 3: Waste Reduction Committee Report

## Committee Background

The PAC's Waste Reduction Committee's (WRC) focus for the third-year report was implementing several short-term recommendations from the second-year report as it relates to waste reduction. These were based on the OFAs from the first-year report:

- OFA#13 – Promoting Waste Reduction at All Public Facilities and Consideration of Executive Action
- OFA #17 – Fostering a Reuse and Refill Green Business Economy

WRC committee members include:

1. Nandini Checko, WRC Committee Chair, ANJEC
2. Katie Greer, DEP
3. Tim Fekete, NJDA, retired
4. Tim McLoone, Food Service Business Representative (McLoone's)
5. Loel Mutter, NJDOH
6. Cindy Zipf, PAC Chair and Executive Director, COA

## Introduction

This committee focused efforts on promoting waste reduction at all public facilities and fostering a reuse and refill green business economy. The committee believes that State government is a critical leader in driving the success of waste reduction and recycling through leadership by example.

### Discussions

This committee focused efforts on promoting waste reduction at all public facilities and fostering a reuse and refill green business economy. The committee believes that State government is a critical leader in driving the success of waste reduction and recycling through leadership by example. Therefore, the WRC authored a Governor's Executive Action to support this effort (see Appendix B1). This Executive Action set forth the standards to facility waste reduction and material reuse at State agencies and instrumentalities.

Currently, there is a limited amount of reuse due to a lack of clarity about public health and safety requirements. Guidelines for reuse practices must be provided for businesses and the public in commonsense language(s). The PAC urges the State to adopt the U.S. Food and Drug Administration's (FDA) *Supplement to the 2022 Food Code (*FDA Releases Supplement to the 2022 Food Code | FDA*)*. This update explicitly allows customers to refill and reuse containers in restaurants, bulk grocery store aisles, deli counters, and at events, which are critical steps in reducing waste, pollution, and greenhouse gas emissions (FDA Supports Swapping Single-Use Containers for Reusable, Refillable Ones).

Key changes in the federal food code include:

- Expanding Reuse Infrastructure – New business models can enter the reuse market, allowing greater flexibility for third-party washing services and consumer participation.
- Enabling Consumer Choice – Customers can use clean, sanitized multi-use containers in restaurants, hot bars, bulk aisles, and delis, ensuring equitable access to sustainable options.
- Safe Handling of Fresh, Hot Foods – Reusable containers can be used for fresh food and beverages, provided contamination-free processes are followed.

These commonsense changes are aligned with New Jersey's existing health code N.J.A.C. 8:24, which define and delineate reuse and refill requirements.

The committee authored a letter to the NJDOH Commissioner urging the DOH to swiftly adopt FDA's latest health code guidance, publish and provide education on these new requirements (Appendix B2). The committee posited that in doing so will drive innovation, reduce waste, and empower both businesses and consumers to participate in the circular economy.

Throughout the country, several municipalities have embraced reuse and refill models. The WRC researched model reuse municipal ordinances and best practices for supporting reusable food serviceware in municipalities and businesses. In New Jersey, the WRC identified the City of Hoboken as a potential model. Hoboken's Zero Waste Plan includes an analysis of Reuse Hoboken, a public-private partnership supporting reusable cup and food serviceware pilot programs with the following goals:

- Rethink how Hoboken manages waste to employ a materials management approach
- Reduce solid waste volume, including preventing food waste (i.e., source reduction)
- Reuse and rescue surplus materials and food to provide to those in need
- Recycle comingled, paper, and food scraps
- Mitigate lower greenhouse gas emissions associated with waste management
- Lower the costs of waste management

The success of these pilots will depend on education and outreach to residents and businesses, as well as logistical and feasibility considerations.

The WRC recommends municipalities incorporate the principals of "*Supporting Reusable Food Serviceware in Your Community: A Guide for Municipalities*," published by the Product Stewardship Institute (PSI) in September 2024 into their municipal practices. The guide offers a comprehensive roadmap for municipalities aiming to transition from single-use to reusable food serviceware systems. This guide outlines actionable strategies, highlights potential benefits, and addresses challenges associated with implementing such systems.

*Core Benefits:*

- Environmental Impact Reduction: Transitioning to reusable serviceware significantly decreases waste generation and pollution. According to statistics from PSI and included on page 7 in the document linked in the paragraph above, single-use food serviceware

contributes approximately 4.9 million tons of waste annually, costing municipalities around $1 billion in waste management and litter cleanup.
- Economic Advantages: Implementing reusable systems can lead to cost savings for businesses and municipalities by reducing expenses associated with purchasing disposable items and managing waste.
- Job Creation: The establishment and maintenance of reuse systems can stimulate local economies by creating jobs in the collection, cleaning, and redistribution of reusable serviceware.
- Enhanced Public Awareness: Municipal initiatives can foster community engagement and education, promoting sustainable practices and environmental stewardship among residents.

*Potential Challenges:*

- Initial Investment: Transitioning to reusable systems requires upfront capital for infrastructure development, such as purchasing durable serviceware and establishing cleaning facilities.
- Behavioral Shifts: Encouraging both consumers and businesses to change long-standing habits related to single-use items necessitates comprehensive education and consistent reinforcement.
- Health and Safety Concerns: Ensuring that reusable serviceware meets health and sanitation standards is paramount, requiring stringent cleaning protocols and regular monitoring.
- Logistical Complexities: Implementing a seamless system for the collection, cleaning, and redistribution of reusable items can be operationally challenging, especially in densely populated or resource-limited areas.

The guide categorizes actionable steps into four primary approaches:

- Municipal-Led Initiatives: Direct actions by local governments, such as integrating reuse strategies within city operations and facilities.
- Municipal-Supported Efforts: Providing financial and technical assistance to community organizations and/or businesses to establish and maintain reuse systems.
- Multi-Stakeholder Collaboration: Engaging various stakeholders to develop and implement policies like Extended Producer Responsibility (EPR) for managing food serviceware and packaging.
- Reuse Service Provider Actions: Steps that companies specializing in reusable solutions can take to support and scale reuse systems.

WRC explored sample municipal ordinances to support reuse and refill. Marin County, CA adopted a reusable foodware ordinance in May 2022 to support waste reduction and possibly greenhouse gas emissions. Key features of the ordinance included:

- All takeout disposable food ware must be natural-fiber compostable (no bio plastics)

- Takeout foodware (e.g., plates, bowls, cups, trays) must be certified by the Biodegradable Products Institute (BPI)
- Reusable food ware and utensils must be used if a customer is dining in at a restaurant. Single-use food ware is for takeout customers only
- Takeout food ware accessories (e.g., utensils, straws, stirrers, condiment cups, tray liners, etc.) must be natural-fiber compostable and only available "upon request" or at takeout station
- All food vendors must charge a 25-cent fee for each disposable cup (compliant or not)
- Garbage, Recycling, and Organics bins must be in front (for customers) and back of house (for employees) with graphic-rich signage

There are challenges to implementing this type of ordinance which include identifying who will manage the program, how it can be scaled, securing funding, and ensuring clear communication about health code requirements. In addition, the lack of incentives is a major barrier for municipalities to pilot a program. Potential sources of assistance have been identified to help a municipality should they wish to develop a draft ordinance. These sources include the following:

- NJ Economic Development Authority
- NJ Department of Community Affairs
- DEP REA Higher Education Research Grant Program
- NJCCC funding for building sanitation hubs
- Sustainable Jersey grants
- Upstream Solutions Funding Tracker Resource - Upstream Solutions
- Center for Disease Control Public Health Infrastructure Grant Program

The restaurant and hospitality community is a key demographic for the success of any reusable food serviceware program. In year-four, the WRC committee plans to launch a pilot program with a New Jersey restaurateur to evaluate the effectiveness of a branded reusable container initiative. The findings from this pilot will help the PAC make practical, regulatory, and legislative recommendations in the coming years.

## Recommendations

The State should incorporate the recommendations set forth in the Executive Action request entitled "*Waste Reduction and Material Reuse at State Agencies and Instrumentalities."* (see Appendix B). The committee recommends the incorporation of this action into all State agencies.

The State should adopt the guidelines outlined in the US Federal Food and Drug Administration (FDA) codified supporting reusable, refillable containers, specifically the Supplement to 2022 Food Code which makes it easier for States to allow people to refill and reuse containers in restaurants, bulk grocery store aisles, deli counters, and at events.

Local municipalities' adoption and support of reuse is a key driver for waste reduction. *Supporting Reusable Food Serviceware in Your Community: A Guide for Municipalities*," published by the Product Stewardship Institute in September 2024, offers a comprehensive roadmap for municipalities aiming to transition from single-use to reusable food serviceware systems. WRC identified a model municipal ordinance from Marin County, California reusable foodware ordinance support waste reduction and possibly greenhouse gas emissions.

## Conclusion

The State should focus efforts on promoting waste reduction at all public facilities and fostering a reuse and refill green business economy. The WRC committee believes that State government is a critical leader in driving the success of waste reduction and recycling through leadership by example. Therefore, the State should establish an Executive Action and should incorporate FDA recommendations to facilitate a more reusable economy. Municipalities can support State efforts by adopting local ordinances to support waste reduction.

# Section 4: Education Steering Committee Report

## Committee Background

The Education Steering Committee (ESC) was convened to advise the DEP on development of a Statewide education campaign that supports reduction of plastic. Overall PAC objectives for the ESC were to support reduction of plastic waste, provide information to evaluate claims that plastic products or packaging decompose, and suggest communication that highlights the environmental and health risks associated with plastics. Individuals with expertise in waste management, public communication, and education were invited to participate on this committee. ESC members include:

1. Amanda Nesheiwat, Hudson County Improvement Authority (PAC, Committee Co-Chair)
2. Beth Ravit, PhD, Rutgers University, Retired (PAC, Committee Co-Chair)
3. Eric Ascalon, TerraCycle
4. Shaina Brenner, Educator, Jackson Township
5. JoAnn Gemenden, New Jersey Clean Communities
6. Seth Hackman, PAC, DEP, Division of Sustainable Waste Management
7. Brooke Helmick, PAC, NJEJA
8. Kathleen Hourihan, Morris County Recycling Coordinator, Retired
9. Laura Lawson, Rutgers University
10. Charles Malaniak, LQK Corporation
11. Tara Ocansey, Children's Environmental Literacy Foundation
12. Catherine Prunella, New York Sea Grant, Cornell University
13. Randy Solomon, Sustainable Jersey
14. Gary Sondermeyer, PAC, Bayshore Recycling VP of Operations, Retired
15. Kelly Stone, Educator, Long Branch
16. Carole Tolmachewich, Middlesex County and ANJR
17. Rebecca Turygan, Atlantic County Utilities Authority
18. Steve Yergeau, Rutgers Cooperative Extension
19. Kira Cruz, COA

## Introduction

The ESC determined there are three specific groups in New Jersey that can make a significant difference in reducing and managing plastic waste. Therefore, strategies to communicate about plastic waste and reduction were targeted toward these three constituencies:

- The General Public
- Waste Management Professionals
- K-12 Education Professionals and Students

The New Jersey Statewide Mandatory Source Separation and Recycling Act, which was enacted in 1987, requires recycling in the residential, commercial (businesses), and institutional sectors (schools, hospitals, prisons, etc.). This Act required that New Jersey's 21

counties develop recycling plans. Once the county recycling plans were in place, municipalities were required to adopt an ordinance based upon their county's recycling plan. Thirty-seven (37) years later, there are differences from county to county in their collection approaches, including among municipally-run collection programs. Some municipalities went beyond their county recycling requirements and designated additional materials for recycling.

The ESC focused on two major obstacles that are making plastic reduction difficult in New Jersey. The primary obstacle is general confusion regarding what plastic products are actually recyclable within each municipality and county. This confusion occurs because each county determines their own recycling list as required in N.J.S.A. 13:1E-99.13 which may or may not be followed at the municipal level of curbside pickup. As recently recommended by the Association of New Jersey Recyclers (ANJR), this shortcoming can be addressed by instituting a Statewide list of plastic items that are recyclable in all counties and municipalities, illustrated with visual images rather than the current system of numbers, chemical names, and chasing arrows. Various communication methods and media (billboards, flyers and print, social media, county recycling materials) should be consistently and indefinitely employed to get messages about plastic out to the general public. This list should also be featured on the DEP "Get Past Plastic" website, with an efficient link for the public to report instances of lack of compliance expanded beyond just the current option of reporting single-use bag or plastic straw ban noncompliance.

The possibility of improving education and communication for recycling in New Jersey can be effectuated through the Recycle Coach app which is available to all local governments in the state and is procured annually the DEP. In addition, the DEP could increase its digital postings of high quality and easily understandable plastic reduction and recycling information on the DEP's "Get Past Plastic" website. Collaboration with, and links to, other organizations concerned about reducing plastic waste (NJ Clean Communities, Sustainable Jersey, and ANJR) would support and strengthen DEP's efforts to reduce plastic.

## Discussion

Prior to the first ESC meeting, a "Google Form" survey (See Appendix C1) was sent to each ESC member, which requested input on five questions:

1. Reduced plastic waste through changes in consumer purchasing choices:

   *In your experience, are there alternatives to plastic containers readily available to NJ consumers? If not currently available or desired by consumers, what approaches do you think could be employed?*

2. Identification of products, containers and packaging that are recyclable in each community

   *Is the current recycling system effective in all NJ counties/communities? What challenges exist?*
3. Consumer ability to evaluate claims that products or packaging are

recyclable, compostable and/or biodegradable

*Can composting and/or materials that biodegrade be effective in reducing NJ's plastic waste?*

4. Increase understanding that macro-plastic litter produces hard to see or invisible micro- and nano-plastic particles/fibers

   *Demonstrating the link between microplastic items and the production of microscopic or molecular scale pollution is challenging. How do you think this issue could be addressed?*

5. Communicate the current State of knowledge regarding environmental and public health impacts of plastics in plain talk terms

   *What are the various audiences for a Statewide educational campaign? How best to reach the largest numbers of these different audiences?*

   *How important is it to engage K-12 students in efforts to reduce plastic waste? What approaches should be considered?*

The input from this survey helped inform an initial set of discussion questions distributed to all stakeholders prior to the first ESC meeting. To encourage stimulating free-flowing discussion, participants were advised that there would be no attribution to their remarks. Transcription was arranged by the DEP to capture the discussion and allow for accurate notetaking.

## Outreach to General Public

The ESC discussion topics that focused on communicating with the general public included:

- *Are currently recycling systems effective in all NJ Counties/communities? What challenges exist?*
- *Can alternative materials that "biodegrade" be effective in reducing plastic waste?*
- *Are alternatives to plastic containers readily available in NJ? What approaches could be employed to increase alternatives?*

This discussion led to the identification of the following significant points:

- General Confusion: There is significant confusion related to plastic recycling:
  a. Calling all items "plastic" (ranging from plastic film to plastic packaging, cigarette buts, cloth fibers, containers, computer components, medical devices, etc.) makes the reduction of plastic waste seem an insurmountable challenge and is very confusing. Each of these categories of plastic waste need to be defined individually and management options tailored specifically to the various types of plastic waste.
  b. Plastic definitions now in use include chemical names, numbers, or chasing

arrows that have minimal meaning for the average resident disposing of plastic waste – there is widespread confusion about what is, or is not, recyclable.

c. Each of the 21 New Jersey counties have their own list of recyclable items – no Statewide recycling standard or reduction plan for plastic waste currently exists.

d. Significant skepticism exists about what percentage of curbside plastic is actually recycled (versus plastic "contamination" that is thrown away or lost during the recycling process). Crafting plastic reduction strategies supported by the public is contentious because there is lack of agreement about the scope of the problem.

e. Data (rates, percentages) describing plastic recycling across the U.S. are, at best, estimates, based on different information and multiple data sources. Various assumptions make it difficult, if not impossible, to agree on the "real" recycling rates. This lack of accurate and easily understood data creates conditions where data can be manipulated to conform to specific viewpoints and supports general distrust of recycling estimates.

f. There is confusion over the different claims regarding plastic biodegradability and compostability. These claims may only be appropriate under very specific conditions, often industrial situations in controlled environments, rather than at home or in natural environments. At present, New Jersey has no industrial composting facility that accepts plastics. This can be a "Truth in Labeling" issue that supports "Greenwashing."

g. Funding support is needed to reduce plastic waste and increase recycling volumes.

- Importance of positive empathic messaging to consumers:

h. Consumer decisions can make a difference in reducing plastic waste generation.

i. Consumer behavior doesn't have to be perfect to be effective in reducing waste.

- Suburban and urban plastic reduction solutions may differ:

j. Carriers/container alternatives to plastic applicable in car dependent communities are not appropriate in mass transit/walkable communities where car ownership tends to be lower and transportation of food and grocery items differs.

## Outreach to Waste Management Professionals

While all county recycling plans call for the recycling of plastic containers, over time this requirement began to differ from county to county, and there are now differences in recycling requirements between municipalities within the same county. The ESC notes that plastic waste management and recycling differs from disposal of other waste materials because the multiple types of plastics are dissimilar. Representing ANJR, Carole Tolmachewich led an ESC discussion of what other states are doing in terms of creating uniform statewide lists of recyclable materials. This discussion compared current plastic recycling in New Jersey with approaches to plastic recycling in Oregon, Connecticut, and Colorado based on research conducted by ANJR.

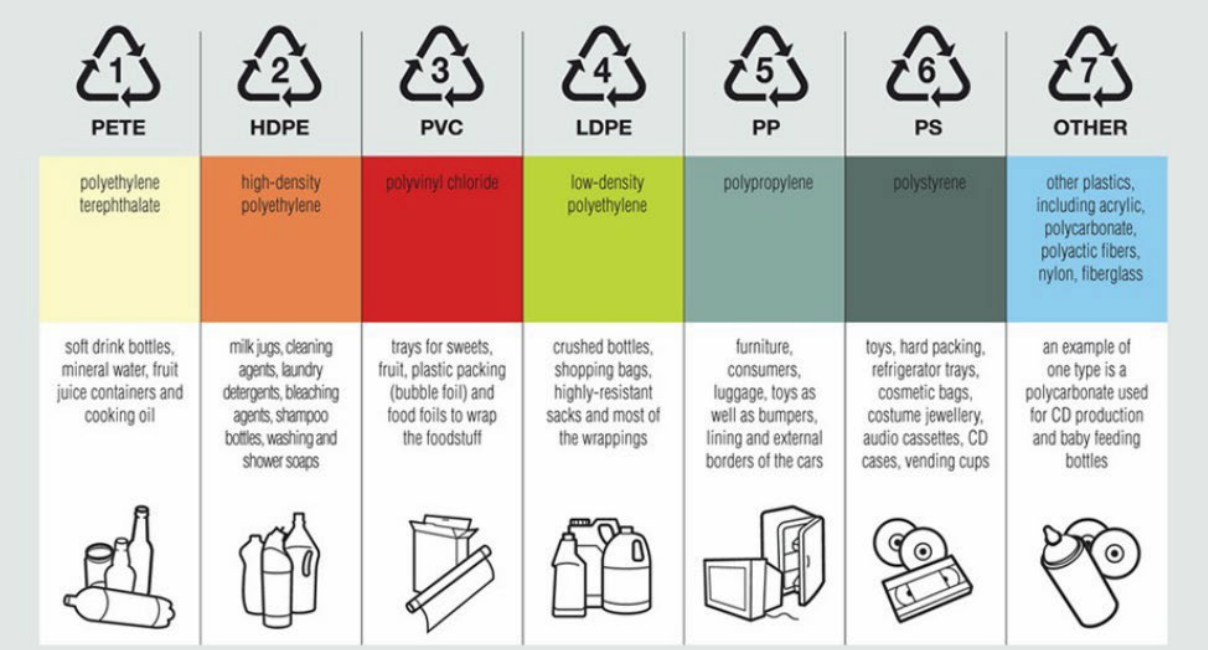



*Image 1.*

These four states have developed different approaches to dealing with plastic waste. Oregon and Connecticut have statewide lists of recyclable plastic items, although Connecticut's program is voluntary. Colorado has finished doing a needs assessment that includes a recommendation for a more standardized list of recyclable items across the State.

As part of an ongoing research initiative, in 2024 ANJR met with all 21 counties and with Material Recovery Facilities (MRFs) in New Jersey to collect information regarding types of plastic (*Image 1.*) that are currently accepted for recycling *(Image 2.).*

| | Accepted in Curbside Mix or other Primary Program (Y or N) | Restrictions to Accepting? (can leave blank) | For Material with "N" in Column C, list which towns, if any, do accept that material in the Curbside Mix or other Primary Program. | For Material with "N" in Column C, list which towns, if any, do accept that material in a Secondary Program. |
|---|---|---|---|---|
| Plastic containers # 1 | | | | |
| Plastic containers #2 | | | | |
| Plastic containers #5 | | | | |
| Plastic bottles jugs jars (no numbers) | | | | |
| Single use plastic cups (solo cups) | | | | |
| Plastic bags/wrap | | | | |
| Plastic utensils, bowls, plates | | | | |
| Black plastic trays and containers | | | | |
| Plastic nursery/flower pots | | | | |
| Prescription bottles | | | | |
| Buckets/pails and lids (e.g. cat litter) | | | | |
| Clear PET Thermoform containers (berries, salad greens) | | | | |
| Other Polyethylene Packaging (e.g. ice cream/butter containers) | | | | |
| Polypropylene packaging (e.g. deli containers, cleaning products) | | | | |
| Colored opaque PET Thermoform containers | | | | |
| PE Squeezable Tubes (e.g. toothpaste, lotions/sunscreens) | | | | |
| Styrofoam containers | | | | |

*Image 2.*

Although all New Jersey counties include #1 and #2 plastics in their recycling programs, #5 plastics (yogurt cups) are recycled in some counties, but not all. Plastics #s 3, 4, 6, 7 are not accepted by most New Jersey based MRF. ANJR completed their survey of counties and MRF facilities in July 2024 and has drafted a report based on their findings (See Appendix C2 and Appendix C3). The survey results support the development of a statewide list of recyclable and non-recyclable plastic items that can be communicated consistently to all New Jersey residents and commercial facilities.

ESC member Kathleen Hourihan conducted research on the Association of Plastic Recyclers (APR), North American organization focused on improving recycling for plastics and shared her findings with the ESC. The APR website provides tools & resources, including a Design Guide to help companies design packaging that can be recycled. The APR could be a very helpful connection for the DEP and legislators as Truth in Labeling Laws are considered. California has passed a Truth in Labeling Law (SB343) that includes a requirement for plastic packaging labeled as "recyclable." The packaging must align with the APR design guide.

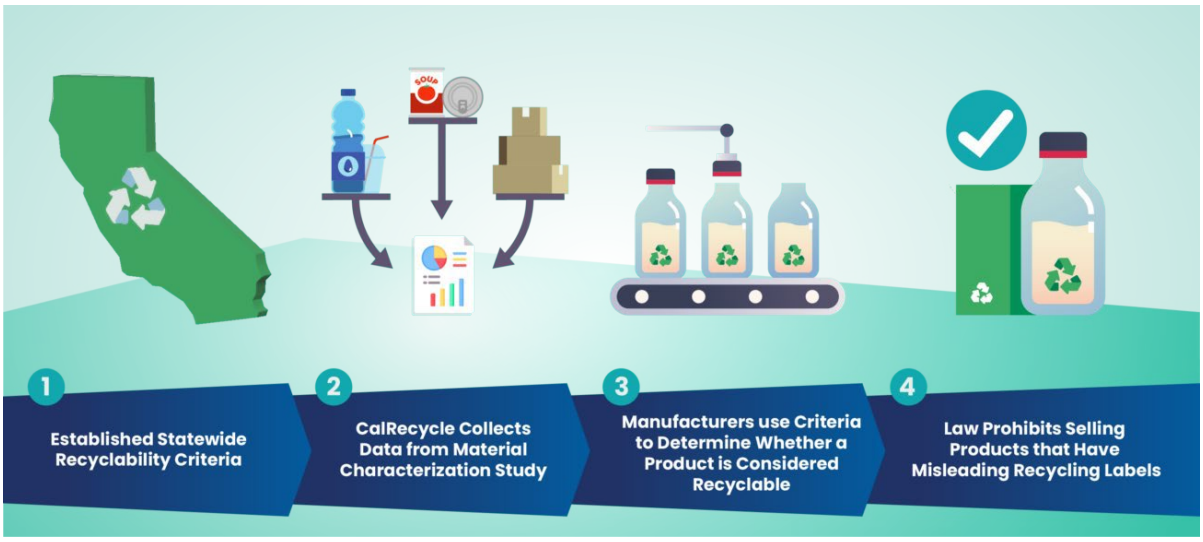



*Image 3*. reproduced from SB 343: Accurate Recycling Labels - CalRecycle Home Page. This web link contains information about California rules and regulations.

This research and discussion led to the identification of the following points:

1. Public Confusion:
    a. New Jersey's current plastic recycling program is complex and inconsistent from municipality to municipality and county to county.
    b. Communicating what is and is not recyclable to the public must be simplified – there is too much information that is not understood or not readable on packaging.
    c. The most desirable outcome from the MRFs' viewpoint is for the public to only place plastics that are recyclable in their curbside recycling bins.

2. A Statewide list of plastic items that are recyclable would greatly simplify communication with residents, waste haulers, and MRFs.

3. Images of Recyclable Plastics: Pictures and bullet point descriptions of plastic items (example: "yogurt cup") are greatly preferable to chemical names, chasing arrows, and/or numbers. See Appendix C4 for Walmart-TerraCycle Signage example.

4. Digital support tools: Available tools can be employed to increase plastic recycling:
    a. A single New Jersey website (potentially the DEP "Get Past Plastic" website) where information related to plastic reduction/recycling is easily accessible by the general public. Information should be easily understandable.

b. The Recycle Coach app, which is available to all New Jersey residents and provides localized recycling information, educational tools, and collection schedules, needs increased functionality and consistency. It was noted that not all municipal rules match the rules of the county wherein a municipality is located.
    i. An example of Recycle Coach improved functionality – Highlight recycling information for the Top 10 researched waste items.
    ii. A.I. App – submit digital image of plastic item to determine if recyclable (i.e. *Plant ID App*), possibly through Recycle Coach.

5. Reducing unnecessary plastic packing requires reengineering by manufacturers. This would be difficult to accomplish without legislation. Continued research, consultation, and collaboration with APR (see above) to reduce the amount of plastic in packing could be very helpful to both manufacturers and regulators.

   Additionally, research and collaboration are required to ensure effective and environmentally sound solutions are implemented. This is where the PAC plays an important and useful role.

## Outreach to K-12 Education Professionals & Students

Shaina Brenner, a second-grade teacher at Elms Elementary School in Jackson, New Jersey, and a Sustainable Jersey grant award winner, runs a comprehensive recycling program at her school. The program was developed through extensive research into Ocean County's specific recycling guidelines, ensuring that the education provided to both staff and students was highly relevant and localized. The initiative went beyond general recycling education by focusing on the unique requirements of Ocean County. To implement the program, Shaina devised a system for collecting recyclables throughout the school. This system includes continuous monitoring and assessment, with feedback provided regularly to both students and staff.

Shaina shared detailed information about the Elms Elementary recycling program and provided insights from her research into county-level support for school recycling initiatives (see Appendix C5 slide presentation).

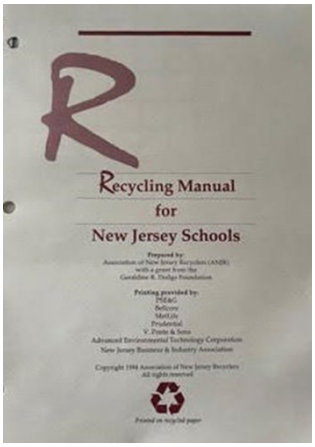



*Image 4.*

While there is currently no statewide guidance on plastic education or school plastic recycling/reduction programs, Shaina found the 1999 ANJR School Recycling Manual (see *Image 4.* and Appendix C6) to be an invaluable resource.

In many cases, these programs are led by passionate staff members who go above and

beyond to ensure that recycling is integrated into the school culture. When a school decides to educate staff and students on recycling, it's crucial that the information is relevant to the specific town and county. Educators must know who to contact for accurate information — typically their local and county recycling coordinators.

Across New Jersey, schools and districts range widely in that they either do not recycle, engage in minimal recycling (e.g., cardboard from deliveries), or, like Elms Elementary, implement comprehensive, school-wide recycling programs that are fully aligned with local recycling guidelines.

This discussion and research identified the following points:

1. The ANJR Recycling Manual and Toolkit for Schools was quite helpful. The manual was first published as a PDF in 1994, was updated in 1999 and was updated in a digital version in September 2020 [ANJR Recycling Kit for Schools]. This manual focuses on all recycling categories. It would be very helpful if ANJR could develop an updated **Plastic Recycling Manual/Toolkit** for schools, based on their outreach and survey work conducted this summer.

2. As with the various recycling lists, there is a wide divergence in educational resources provided within New Jersey, depending on the county and the school district. It would be very helpful if plastic reduction and recycling educational resources were standardized across the State and that this information was efficiently available to all New Jersey school districts. This information should be easily accessible online through an educational website that contains other digital tools supporting school plastic reduction programs/curriculum enhancements and plastic recycling activities.

3. The Elms School Recycling Program took 2-3 years to set up and implement. Schools within the District now modify the original program based on individual school needs/goals.

4. There are schools in New Jersey that are not following recycling regulations of the Counties where they are located. Consistent enforcement of County recycling requirements needs to be a priority.

5. The recycling battle is being "lost in the cafeteria" where single-use plastic is pervasive.

# Recommendations

## Communicating with the General Public

- Develop an easily understandable Statewide List of Plastic Items that are and are not recyclable, supported by images of these items. This list should employ images and common names, along with chasing arrows, numbers, and chemical names. Consistently communicate this list at both the county and the municipal level. Images should be communicated through various media – digitally, billboards, print, social media, and via county recycling coordinators. There are numerous examples of strong communications that are produced by county waste coordinators for dissemination to residents (see Hudson County's example below, *Image 5.*). These "Best Practices" should be communicated and encouraged, potentially through efforts of the DEP's Division of Sustainable Waste Management.

- Expand the DEP's "Get Past Plastic" website to provide enhanced access to relevant information about plastic – it's reduction and management. The site could become the "clearinghouse" for information that would reduce or better manage plastic waste, as well as provide links to other organizations working to reduce plastic, such as NJ Clean (Education) and Sustainable Jersey (Actions - Sustainable Jersey).

- Develop a New Jersey Buyer's Guide to Sustainable Purchasing and make it available digitally on the DEP's "Get Past Plastic" website, to support proactive purchasing decisions that contribute to plastic waste reduction.

*Image 5.*


## Communicating with Waste Management Professionals

- Create the mandatory uniform ***Statewide List of Plastic*** items that are recyclable or not recyclable for use in all 21 counties of New Jersey. This recommendation is supported by the ANJR 2024 survey of MRFs and all 21 New Jersey counties. Plastics #1, 2, and 5 should be recyclable in all counties.

- Establish a State-level process for enhanced monitoring and enforcement of county recycling rules. This effort should include a digital description of recycling rules in all counties and a link to digitally report to the DEP when county plastic recycling rules are not being followed.

## Communicating with K – 12 Professionals & Students

- Create a web portal available for all K-12 educators in New Jersey that contains curricula and information related to reducing single-use plastic and integrating plastic waste management into school curricula. This information should be shared jointly on the DEP's "Get Past Plastic" and Department of Education websites. A sampling of these digital resources includes:

    - Reduce, Reuse, Recycle Resources for Students and Educators | US EPA
    - DEP| Environmental Education | Environmental Lesson Plans
    - ANJR Recyclers School – Recycling Tool Kit for Schools
    - TerraCycle: (Free Downloads — The Cloud Institute for Sustainability Education)

## Coordination within DEP

Various departments within the DEP are addressing topics assigned by the PAC to the ESC:

- An ad hoc work group on microplastics prepared a report entitled, Microplastics in the Aquatic Environment: Sources, Occurrences, and Currently Known Risks. The report was published by the DEP Science Advisory Board (SAB) in April 2023. Recommendations from the microplastics workgroup include education and outreach to inform the public on how to modify laundry practices to reduce the release of microplastics into wastewater.

- In April 2025, the SAB published: A Review of Bioplastics: Composition, Properties and Third-party Certifications . This report evaluates current manufacturing claims of degradation of "bioplastics" and was developed to determine if bioplastics are, by regulatory definition, "plastic." It was determined that bioplastics generally do meet the definition of "plastic," but there are many uncertainties due to the complex makeup of various bioplastics, waste management, biodegradation in different environments, and interpretation of the definition. The ESC notes that that majority of bioplastic products analyzed require composting temperatures found only in commercial composting facilities. However, there are currently no commercial composting facilities in New Jersey that accept plastic waste.

The ESC recommends that the PAC continue to coordinate with these DEP initiatives and SAB recommendations.

# Conclusion

Plastic in New Jersey is treated as a waste management/litter issue. However, due to the properties that make plastic a useful material, in particular it's many forms and chemical

compositions, uses, and uniquely long lifespans, plastic differs dramatically from other waste products. The term “plastic” is all encompassing, covering hundreds, if not thousands, of different waste products. There is a pressing need to treat plastic differently from other waste streams and to manage the uses and life cycles of plastic products if this form of waste is to be reduced.

# Section 5: Appendices

# Appendix A: Policy Committee Report

## Appendix A1 "Skip the Stuff" Notes

(bill markup) ✓

S.3195 "Skip the Stuff" Aggregated Notes

**General Opinion**:

Although this bill will have enforcement and education challenges, there is potential to be a useful tool to decrease plastic waste - which is a win for both environmental health and physical health as well as for environmental justice communities - and to save food service businesses the additional cost of single-use materials. Therefore, a key tenet of this bill is education and conversation.

Overall, the PAC supports this bill but recommends several line-edits as well as a few integral adjustments in order to increase the effectiveness of decreasing plastic waste, the very spirit of the bill.

**Major Adjustments**

- Removing "eco-friendly" from all parts of the bill
    - Reasoning: Compostable plastics are able to go to Class C facilities; these facilities cannot be overwhelmed by packaging and have low thresholds (no more than 10%). Facilities have given mixed statements on whether or not these facilities can "filter out" residue, i.e. if "compostable" non-plastics are organic or not, and if they would produce gas in a digester. Additionally, there is no commercial composting facility in NJ that accepts plastic waste.
        - Therefore, the definition should not include allowances for eco-friendly alternatives. Plastics which are designated as "compostable" or "bioplastics" are not necessarily more environmentally friendly than conventional plastics. Alternatives are not guaranteed to decompose in a landfill any faster or in any less environmentally-impactful manner than single-use plastics. Furthermore, due to the lack of large-scale composing infrastructure in the state, these alternatives will likely land in landfills.
- Remove "plastic" from "single-use plastic utensils"
    - The rationale for this recommendation is similar to that of the reasoning for removing "eco-friendly" from all parts of the bill. Although the focus of the PAC is to decrease plastic waste, it would be more encompassing to attempt to decrease waste of all types, including materials which eventually become waste as they cannot be recycled or reused in New Jersey.

- Food Service Business and related sections
    - Potential definition amendments: “Food service business" means any eating or beverage establishment, which offers for sale food or beverages to the public, guests, members, or patrons, whether consumption occurs on or off the premises or is provided from a food van, pushcart, stand or vehicle whether on a take-out, eat-in, drive-thru, or delivery basis.
        - Secondary recommendation: add third-party online marketplace platforms for take-out and delivery including, but not limited to, Uber Eats and DoorDash in the definition. These entities should not be permitted to provide single-use plastic cutlery in bundles or provide individual cutlery or condiment packages unless expressly requested by the consumer.
    - Additional thoughts for consideration: align the definition with that of the NJDOH, if such a definition exists
    - Dissenting opinion: One member of the PAC would like to remove the “on-site seating capacity of 50 or more” provision which requires washable utensils to be provided. This member highlighted capacity for these establishments and their ability to install equipment to facilitate the usage of reusable, washable utensils.
        - The majority of the PAC would like to see this particular section of the bill remain intact. Other PAC members made a point of acknowledging the equipment concern for some establishments but raised concern that establishments may continue to utilize single-use materials out of ease/convenience/cost at the expense of environment and health impacts.
        - PAC members did acknowledge that the capacity number could be a point of negotiation, but that the section should still be included even if the number was adjusted.
- State Preemption:
    - Currently the bill does not include any mention of state preemption associated with this law. This could pose an issue for determining the relationship between local STS ordinances and the state law.
        - The majority of the PAC members agree that the state STS law should not negate local ordinances in going beyond the requirements of the state law. In other words, the state law operates as the threshold for plastic reduction requirements and local towns/municipalities can institute ordinances for their communities which expand and increase the stringency of an STS requirement.

        - A minority of PAC members disagreed and believe that the state law should be the only STS law, rescinding regulations that are in place at the local level to ensure streamlining of rules and education as well as to decrease confusion.

**Minor Adjustments:**

- Implementation: leave in place the implementation delay to allow for an educational period and "grace period" for establishments to adjust and train employees
    - Adjust penalties associated with first, second, and third violation. The first offense receives a warning, second receives a fine of $1,000, and third/subsequent receives a fine of $2,500.
    - PAC members agreed that there should be more emphasis on education than enforcement. In an ideal scenario, this bill would not be a revenue generator for the state but would instead support environment and health outcomes while saving food service businesses the cost of single-use utensils and materials for every consumer.

**Other questions and considerations:**

- What is the DEP's ability to recommend that fines/fees/penalties go to a source other than the Clean Communities fund?
    - Consideration for: appropriation to state recycling fund, educational fund/climate related education, funds which handle waste reduction, funds supporting environmental justice communities, particularly communities that are near/host a landfill or incinerator
    - Other concern: how does the Clean Communities Fund specifically address the plastic pollution issue?
- For consideration: mandate inclusion of multiple languages in educational materials to support language justice and inclusion
- For consideration: Allow upon request of single-use items to include a dispenser to dispense one at a time per consumer discretion
- For consideration: the benefits and costs of reassigning oversight to the Department of Health instead of the Department of Environmental Protection to streamline oversight and enforcement. An example of such streamlining could include having single-use checks added to the inspector checklists for food service businesses or when sanitary inspections are conducted.

- Christina Dubin and Cindy Zipf to put together a list of business having a reuse/refill offering, including overseas models
    - Private companies mostly, but can integrate with municipalities
- **Interviews**
  GAIA - Jessica Roff; Break Free From Plastics — Brett Nadrich, Alexandria Gordon; NCEL - Julia Meltzer; Just Zero - Kevin Budris; Story of Stuff - Miriam Gordon

## Appendix A2 List of businesses

**US COMPANIES**

| | | | | | |
|---|---|---|---|---|---|
| Perpetual | | | hello@perpetualuse.org | Currently in Ann Arbor, MD, Galveston, TX, Hilo, HI, Savannah, GA | |
| Deliver Zero | Sweeney | Lauren | lauren@deliverzero.com | | Co-Founder & CEO |
| Plaine Products | King | Colleen | colleen@plaineproducts.com | | Founder & CEO |
| Blueland | Mascari | John | john@blueland.com | | Founder & CEO |
| Meliora | Jakobus | Kate | kate@meliorameansbetter.com | | Founder & CEO |
| Echo Systems | Shargorodsky | Alisa | asharg@ourechosystem.com | | Founder & CEO |
| WeUse | Barlas | Mitch | mitch@weuse.eco | | Founder & CEO |
| CupZero | Cyr | Michael | michael@cupzero.com | | |
| CupZero | Bendel | Zsolt | zsolt@cupzero.com | | |

| | | | | | |
|---|---|---|---|---|---|
| R.Cup | Sellars | Mac | mac@rcup.com | | Manager, Partnerships |
| Reusable Solutions | Kogan | Ben | ben@reusablesolutions.co | | Founder |
| Bold Reuse | Quarrell | Jocelyn | jocelyn@boldreuse.com | | |
| Foodware ToGo | Bolsakovas | Ignas | ignas@foodwaretogo.com | | |
| Foodware ToGo | | Romina | romina@foodwaretogo.com | | |

## Appendix A3 Research

"Carmel Awarded 1st Place For Responsible School Waste Plan." *Carmel Catholic High School*, 2 May 2023, www.carmelhs.org/apps/news/article/1759798.

Minnesota Pollution Control Agency. "The Cost and Environmental Benefits of Using Reusable Food Ware in Schools." *Minnesota Pollution Control Agency,* State of Minnesota, Oct. 2014, www.pca.state.mn.us/sites/default/files/p-p2s6-16.pdf.

"Single-Use Plastics Ordinance Information." *Single-Use Plastics Ordinance Information | Millburn Township, NJ - Official Website*, Township of Millburn, New Jersey, 2019, twp.millburn.nj.us/491/Single-Use-Plastics-Ordinance-Informatio.

US Department of Commerce, National Oceanic and Atmospheric Administration. "NOAA's National Ocean Service." *National Ocean Service*, sanctuaries.noaa.gov/news/jul24/zero-waste-week.html. Accessed 1 Apr. 2025.

## Appendix A4 Hotels Research

**Research Brief: Reducing Plastic in Hotels**

Summary: A growing number of states have recognized the need to reduce unnecessary plastic consumption and therefore have pursued legislation which seeks to decrease the amount of plastic waste going to incinerators and landfills within the nation, as well as shipped to other countries across the globe. Three states have successfully passed legislation which reduces the amount of plastic waste from hotel rooms. This research brief looks at the success found in Illinois. Other examples include Washington, California, and New York.

Policy Solution: Eliminate small, single-use bottles containing personal care and hygiene items in individual hotel rooms across the state.

Case Study:

State: Illinois, USA
Bill Number and Name: SB2960, Small Single-Use Plastic Act
Provisions:

- Bans single-use bottles under 6 oz not intended for reuse, including shampoo, hair conditioner, and bath soap
- Hotels may make these bottles available upon request of the customer at a place other than their room or public restroom
- Violations: The first violation results in a written warning. The second violation leads to a $1,500 fine.

Implementation:

- Hotels with 50+ rooms will begin implementation in July 2025
- All other hotels will begin implementation on January 1, 2026

Support and/or Opposition: Notably, the Illinois bill reportedly had unanimous support across sectors. Proponents included Marriott International, Illinois Hotel, Hotel and Lodging Association, and the Illinois Recycling Association.

Bill Examples:

- Illinois, SB2960 signed August 2024
- Washington, HB 1085, signed April 2023
- New York, S543, signed December 2021
- California, AB1162, signed October 2019
- Advocate Bill Template, Just Zero

Important Notes on Cost and Efficacy: Estimates have suggested that switching to refillable dispensers can save hotels between 30-70% of their amenity costs. However, in order to realize environmental benefits, the switch must be made to refillable and not simply larger containers.

## Appendix A5 Bill Template

AN ACT concerning regulation.

Be it enacted by the People of the State of New Jersey:

Section 1. Short title. This Act may be cited as the Small Single-Use Plastic Act.

Section 2. Definitions. As used in this Act:

"Lodging establishment" means an establishment that contains one or more sleeping room accommodations that are rented or otherwise provided to the public, including a hotel, condominium hotel, motel, resort, bed and breakfast home, transient vacation rental, transient accommodation, or hosted rental. "Lodging establishment" does not include a hospital, nursing home, residential retirement community, prison, jail, correctional facility, homeless shelter, boarding school, worker housing, or long-term rental home.

"Personal care products" includes shampoo, hair conditioner, and soap, bath gel, and lotion intended to be applied to or used on the human body.

"Plastic" means a synthetic material made from linking monomers through a chemical reaction to create an organic polymer chain that can be molded or extruded at high heat into various solid forms retaining their defined shapes during the life cycle and after disposal. "Plastic" includes compostable plastic certified pursuant to ASTM D6400 (available at www.ASTM.org).

"Small, single-use plastic bottle" means a plastic bottle or container with less than a 12-ounce capacity that is intended to be non-reusable by the end user.

Section 3. Small, single-use plastic bottles at hotels. (a) Beginning one year after the effective date of this act, lodging establishments with more than fifty sleeping room accommodations shall not provide a small, single-use plastic bottle containing a personal care product to any person staying in a sleeping room accommodation, in any space within the sleeping room accommodation, or in any bathroom used by the public or guests.

(b) Beginning two years after the effective date of this act, lodging establishments with less than fifty sleeping room accommodations shall not provide a small, single-use plastic bottle containing a personal care product to any person staying in a sleeping room accommodation, in any space within the sleeping room accommodation, or in any bathroom used by the public or guests.

(c) A lodging establishment may:

1. Use bulk dispensers of personal care products; and
2. Provide personal care products packaged in a container made from non-plastic materials to a person, upon request and at no cost, at a place other than a sleeping room accommodation, a space within the sleeping room accommodation, or within any bathroom used by the public or guests.

(d) A unit of local government shall not regulate the provision of small, single-use plastic bottles in a manner inconsistent with the regulation by the State of the provision of small, single-use plastic bottles under this Act.

1. A city, county, or city and county that, before January 1, 2020, passed an ordinance, resolution, regulation, or rule relating to personal care products in plastic bottles provided at lodging establishments may enforce that ordinance, resolution, regulation, or rule, if it is at least as stringent as, and not in conflict with, this section.

(e) The Legislature finds and declares that the prohibition of personal care products in plastic bottles as specified in this section is a matter of statewide concern. Therefore, this section applies to all counties, cities, municipalities, and townships.

Section 4: Penalties.

(a) A hotel in violation of this Act shall receive a written warning from the local unit of government in which the hotel is located for the first violation. The written warning shall recite the violation and advise that subsequent violations may result in citations and penalties. A hotel that commits a second or subsequent violation shall be fined not more than $1,500.

# Appendix B: Waste Reduction Committee

## Appendix B1: Executive Action

**Executive Action - Waste Reduction and Material Reuse at State Agencies and Instrumentalities:**

Each State agency and instrumentality shall:

1. Appoint a coordinator from the agency to work with the Division of Purchase and Property in the Department of Treasury (hereinafter "Division of Purchase and Property") and the Division of Sustainable Waste Management in the Department of Environmental Protection (hereinafter "Division of Sustainable Waste Management") to study and implement waste reduction, reuse and refill opportunities within the agency or instrumentality. The coordinator's name and contact information must be provided to the Director of the Division of Sustainable Waste Management within 30 days of this executive action.
2. Agencies and instrumentalities are required to develop and begin to implement a single-use plastic waste reduction, reuse, and refill planning in their dining services and procurement within six months of the issuance of guidance and technical assistance from the Division of Sustainable Waste Management and Division of Purchase and Property pursuant to Section 3. below.

The Division of Sustainable Waste Management and the Division of Purchase and Property shall collaborate to:

1. Develop detailed guidance on administering single-use plastic free dining services and procurement pursuant to Section 2. above within three months of the issuance of this Executive Action.

2. Provide technical assistance and methods of calculating financial savings estimates to State agency coordinators to develop and implement the principles described herein, in consultation with the Division of Purchase and Property in the Department of the Treasury.

3. Report on findings inclusive of waste and cost reductions beginning one year after development of the agency plans and annually thereafter.

## Appendix B2: Letter to NJDOH

**To: Commissioner Baston, NJ Department of Health**

**Subject: Urgent Need to Adopt FDA Guidelines for Reuse and Refill**

To meet New Jersey's single-use waste reduction goals, the Plastics Advisory Council (PAC) strongly urges the State to adopt the U.S. Food and Drug Administration's (FDA) *Supplement to the 2022 Food Code (*FDA Releases Supplement to the 2022 Food Code | FDA*)*. This update explicitly allows customers to refill and reuse containers in restaurants, bulk grocery store aisles, deli counters, and at events, which are critical steps in reducing waste, pollution, and greenhouse gas emissions (FDA Supports Swapping Single-Use Containers for Reusable, Refillable Ones).

Key changes in the federal food code include:

1. **Expanding Reuse Infrastructure** – New business models can enter the reuse market, allowing greater flexibility for third-party washing services and consumer participation.
2. **Enabling Consumer Choice** – Customers can use clean, sanitized multi-use containers in restaurants, hot bars, bulk aisles, and delis, ensuring equitable access to sustainable options.
3. **Safe Handling of Fresh, Hot Foods** – Reusable containers can be used for fresh food and beverages, provided contamination-free processes are followed.

These commonsense changes are aligned with New Jersey's existing health code N.J.A.C. 8:24, which define and delineate reuse and refill requirements.

We urge the NJ Department of Health to swiftly adopt FDA's latest health code guidance, publish and provide education on these new requirements. Doing so will drive innovation, reduce waste, and empower both businesses and consumers to participate in the circular economy.

Sincerely,

*Plastics Advisory Council*

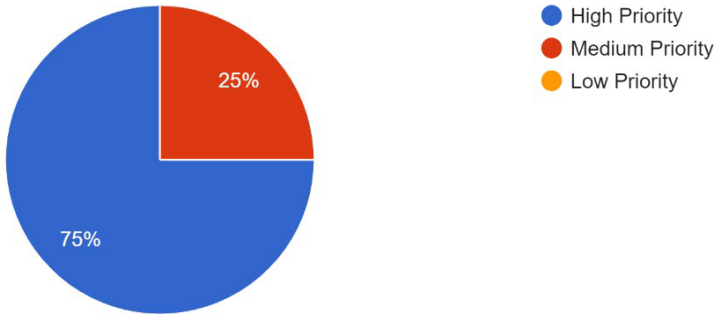
**PAC Member, Loel Muetter abstained from vote to send letter*

# Appendix C: Education Steering Committee

## Appendix C1: Committee Survey Responses

How would you rate plastic waste as an environmental issue in New Jersey?

8 responses




What are we collectively doing well now to communicate with the general public about plastic waste?

- Not much
- Just regarding the new ban laws, the plastic bag bans seem to have been advertised very well.
- Local NGOs such as Cafeteria Culture and Hudson River Park Trust are working towards student, teacher, and public education of the plastic issue through public events. Higher education institutions, such as the Columbia Climate School/Lamont Doherty Earth Observatory, are working to share their plastic research in accessible ways to a variety of audiences through public events, conferences, and publications. Plastic researchers at Lamont Doherty Earth Observatory were awarded funding by Sea Grant to work with an informal educator to share relevant research and plastic solutions with the public
- Working with retail to encourage and remind consumers to bring their own re-usable bags
- People generally know that plastic waste is harmful, particularly in regards to when it gets into our waterways. This is especially true with the younger generations.
- I do not think there is much communication regarding this topic. Other than recycling, no efforts have been addressed or started.
- The public does have an awareness that there are negatives to plastic.

Where are we falling short with existing education and outreach programs about plastic waste?

- That recycling collection centers don't want straws and lids and drink cups etc. We are falling short on the straw section of the law as well. We are not connecting plastic production to climate change and to unhealthy conditions in overburdened communities.
- From my own experience, it seems like the message about plastic straws ban has not been as effective as the bag ban.

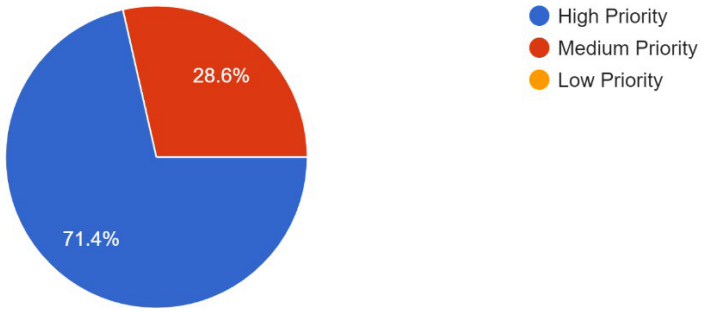
- I think a concerted effort needs to be made to educate adult learners and the public about the challenges and solutions of plastics. There is still a lot of misinformation, particularly when it comes to recycling practices and recycling being the silver bullet for all our plastic issues.
- People are being overwhelmed by re-usable or plastic-alternative bags (i.e. when getting take out). Need to figure out a non-consumptive model for bag re-use.
- Many residents have negative opinions of plastic recycling and believe plastics are not actually recycled and it's all a "scam". Also, many older adults do not understand or want to understand the harm of single-use plastic, and refuse to give up its convivence unless absolutely required.
- People are confused and are not sure what to believe

Recommend solutions and steps needed to overcome existing limitations to educate the public about plastic waste.

- I don't think we need to educate. I think we need to legislate. More laws because its the only thing that works.
- I am not sure of how to answer this, since I am not sure of the scope. "Plastic waste" is such a big category. One thing I can think of that needs to be addressed: I have heard a lot of reference to "only 10% of plastic gets recycled." I am not sure where that statistic originally came from, but I believe it is taken out of context, and I believe it is misleading the general public to think that only 10% of what they put in their recycling container for curbside collection gets recycled. What's worse, they probably even conflate the 10% plastics recycling with curbside recycling overall. My guess is the statistic is based on 10% of overall plastics production on all plastics in general. I will try to find the original reference and would love to dispute the misleading reference to this statistic with a more meaningful statistic.
- Public education will need to meet people where they are at. Public events are a great way to reach the masses. Educational efforts can also be brought to the laundry mat to discuss the challenge of microfibers, grocery store to share about the degradation of macroplastics into microplastics, and to community clean ups at local parks. I think the key is to build a community of people that are committed to the cause so it is built from their own initiation and grassroots efforts. Solution oriented education is the key to start building this community and driving folks into action.
- More monitoring of microplastics made available to the public - similar to NJAdapt maps for sea- level rise, could we have microplastic levels for our waterways and soil mapped so people can see? is there the possibility of some citizen science?
- Develop better talking points/techniques to get message across to older adults.
- More effective communication about the needs to reduce plastic waste and use.
- We need a clear simple message with a limited number of things we can ask the public to do to help ("reduce single-use plastics" is too broad and we need specific instructions)

In comparison to other needs in this focus area, how would you rate this issue?

7 responses



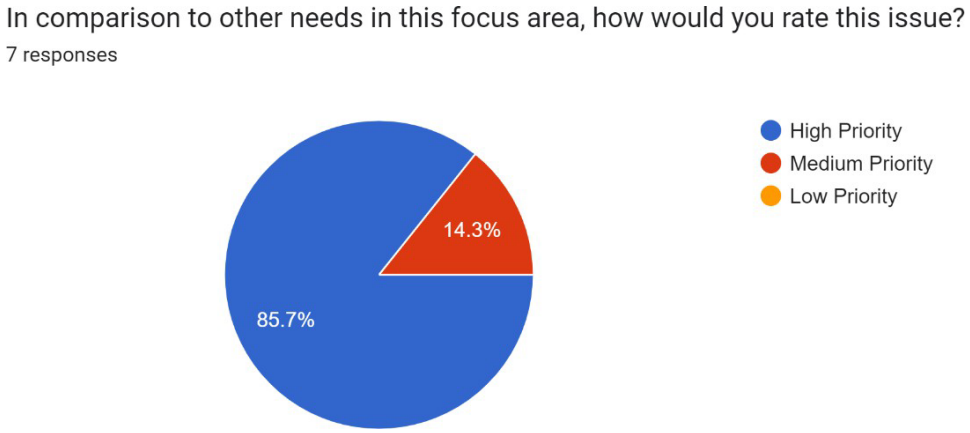

What are we collectively doing well now to educate the public about curbside recyclable plastics?

- Not much
- It seems that we, in New Jersey, are narrowing down the acceptable plastics to #1, #2 and #5. It seems that #6 PS rigid plastics are being used less. (I need clarification on the new ban for PS to know if it applies only to foam PS or also to rigid PS.). Plastics #3 and #7 seem to be rarer as packaging and #4 seems to be used mostly in film bags. So hopefully we can narrow our educational message, across the board, to #1, #2 and #5.
- Locally in NJ, I'm not sure. As a resident in Hudson County since 2019, I have not stumbled across any educational materials about the curbside recyclables. All the information I have is through my own research.
- Most communities have some kind of pick up. I think most people understand the need to separate from garbage.
- most people have a basic understanding of what is or isn't recyclable, and they know how to find out for sure if they don't already know. we have a lot of great technology for helping to inform our residents now--Recycle Coach, websites, etc.
- Single stream recycling
- Recycle Coach has been a great tool

Where are we falling short with existing education and outreach programs about plastics that are or are not recyclable?

- The question is unanswerable because there are 21 counties and hundreds of towns all doing it differently. We can't definitively answer that question right here and right now so how can we possibly educate the public about it?
- If Recycle Coach is to be the Statewide tool for education, I believe there could be some improvements made on searches. As an example, in "What Goes Where" if you type in "plastic" the main recyclable category called "plastic bottles, jars and jugs" is not found. You have to type "plastic bottles," "bottles," or containers" to find that category. Also, some towns may not have updated all the categories accurately, a comment that pertains to more than plastics.

- Again, I think this education needs to meet people where they are. Not everyone is going to take time out of their day to research the recycling process and what is accepted. I think most people put all plastic in their bin for "wishful recycling" because they have never learned otherwise, there hasn't been any personal repercussions for their actions, and they do not know about the issues this causes at the recycling centers.
- There remains a lot of confusion about the different types of plastic and what it means. No one knows what to do with packaging that is part plastic, part other material, how clean recycling needs to be, whether to leave caps on or off, etc. Lots of wishful recycling - once you put it in the recycling bin, it is out of mind and you feel good even if you actually caused a problem down the line.
- there continue to be problem items that the public incorrectly thinks are recyclable--single-use plastic bags, aluminum foil, styrofoam, etc.
- We only recycle a very small amount of plastic that is in use.
- People are still confused as different areas recycle different types of plastic
- Recommend solutions and steps needed to overcome existing limitations.
- Laws! Laws that make everyone everywhere accept the same materials that are recyclable. And laws that outlaw plastics that are single-use and or non-recyclable. With that we make the whole system easier.
- As Stated above, now may be the time for a Statewide message on plastics recycling. We could survey the MRF's to see what they really want for plastics. Perhaps we could get feedback from the general public, Recycling Coordinators and Environmental Commissions on Recycle Coach.
- Education about recycling and curbside recycling can be shared with grocery stores, apartment buildings, schools, offices/places of employment, etc. This type of public education will need to be focused and concise. Often, you only have a short window of attention to get your message across.
- Education about what the different types of plastic are and how each can be processed. People should feel like they are part of the solution - help them understand the whole context - from what the types of plastic mean, how they can be recycled, what re-used plastics become.
- I don't have any new ideas for this right now. We already do so much to try to get this message across using so many different mediums. I would love to hear any innovative ideas from others on this.
- Recycling more plastic or finding ways to not use single-use plastic
- Simple campaign and standardize the plastics accepted as much as possible




What are we collectively doing well now to educate youth about the connection between plastics and climate change?

- Not much
- I am not sure about this area. I don't know that much about these connected messages.
- Local NGOs such as Cafeteria Culture and Hudson River Park Trust are working towards student, teacher, and public education of the plastic issue through in school and after school programs, research opportunities, and public events. Higher education institutions, such as the Columbia Climate School/Lamont Doherty Earth Observatory, are working to share their plastic research in accessible ways to a variety of audiences through public events, teacher trainings, and student research opportunities. Plastic researchers at Lamont Doherty Earth Observatory were awarded funding by Sea Grant to work with an informal educator to share relevant research and plastic solutions with the public.
- I think these efforts are primarily focused on plastics.
- I am not sure the connection is being made. Students may be more focused on the impact on animal life - straws being dangerous to turtles and birds - and not yet see connection to climate change.
- In my experience, the youth have a very strong understanding of the importance of reducing plastic waste.
- I'm not sure as I don't interact with schools very often

Where are we falling short with existing education and outreach programs for youth about plastics and climate change?

- Doing it
- I am not sure what this message should be? What is the message?
- I think we need to broaden the reach of plastics education to various audiences. I don't think there is an equitable educational effort of plastics education to all schools. There is an incredibly important link between plastics and climate and it needs to be highlighted in the educational efforts.
- We need to figure out a way to discuss individual actions to reduce use and recycle as

well as the context of what we need larger industry to do. Students need to see the cumulative impact of plastics on climate change.

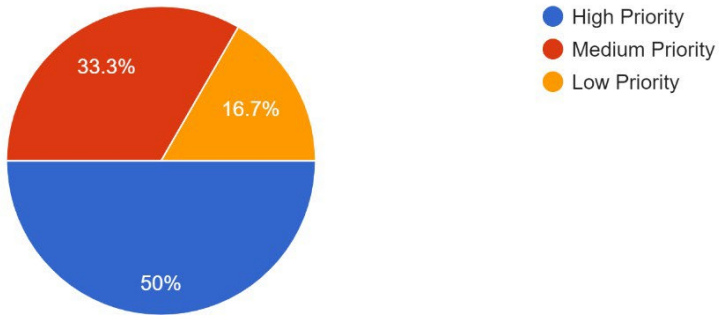
- They understand the importance, but don't always seem to understand the best ways to help reduce plastic waste. they find climate change overwhelming.

Recommend solutions and steps needed to overcome existing limitations.

- Mandate it by law that it is taught in schools.
- I need more information in this area
- For student education, plastics education can be incorporated into the curriculum and matched to standards following the same pathway as the integration of climate education into NJ schools.
- With climate incorporated into the NJ curriculum standards, I think there is a huge opportunity to link in the conversation of plastics into the conversation of climate and fossil fuels. It would also be wonderful for schools to work with local NGOs to empower students to take local action against the plastics crisis so they have the opportunity to drive change after learning about it in the classroom. Collaborative problem solving are critical and practical skills that students can learn through this process. This all will require more teacher trainings and professional development trainings to demonstrate how plastics can be incorporated into the curriculum while following standards. There is a ton of educational materials (lessons, activities, etc.) that are created by NGOs, high ed institutions, and research groups that can be leveraged in a "plug and play" format for classrooms so it isn't a huge lift on teachers.
- More video/field trips to recycling plants or processing plants, citizen science in microplastic content of NJ waterways and soil.
- we need to give them real life and practice steps they can take as an individual and a group to help. make sure they understand that no action is too small to help.

In comparison to other needs in this focus area, how would you rate this issue?

6 responses




What are we collectively doing well now to educate the public about microplastics?

- Not much

- I believe the public has heard a lot about the gyres in the ocean and about microplastics getting into the food chain. I am not sure what this message needs to be. We need to educate about not littering, better storm drains.
- I think there are similar efforts to educate the public, students, and teachers about microplastics: public events, student research opportunities, publications, conferences. However, it is much more difficult to discuss microplastics because they are largely invisible so I don't think there is as much of an effort to educate the public on microplastics.
- Most people have some sense of what microplastics are but not how to reduce their impact.
- this is a newer issue and I don't think we are really educating the public much about it yet.
- There is an overall awareness of the problem

Where are we falling short with existing education and outreach programs about microplastics?

- Doing it
- I am not sure what this message needs to be. What is the primary cause of microplastics? Is it the export of unwanted plastics to developing countries? If so, that is a systemic problem and not a public education problem.
- Macroplastics and litter is a much easier topic as it is visible. Everyone has seen litter on the
  connection between humans and the issue. However, microplastics and nanoplastics are a more challenging topic to broach with some audiences because it is small and/or invisible to the naked eye. Out of sight, out of mind. Generally, you have a short amount of time to educate the public before they lose interest and that can also be difficult with the complexities of microplastics. I think there are a lot of people that have never heard of 'microplastics' and do not understand the degradation process of plastics.
- Public does not understand the complexity of reducing/removing microplastics in the environment and waterways. how to talk about what people cannot see. More information on the human health dimensions may help.
- I don't think the general public really knows or cares much about this issue. the word micro makes them assume it's not that important
- The public needs more details and instructions on what they can do
- Recommend solutions and steps needed to overcome existing limitations.
- We pass laws mandating that this is taught in schools.
- I need more information about the primary causes of microplastics.
- Microplastic education needs to incorporate illuminating the tiny plastics so people can see. This can either be done through MP processing and a microscope or fluorescent microscope, or through images. Both are powerful ways to show the public the magnitude of this challenge.

Similar to plastic or climate education, microplastic education must focus on solutions. Once the public realizes the magnitude of the plastics crisis, it can be very overwhelming and terrifying.

Education cannot be done through fear mongering. It is important to share relevant research and the impacts of microplastics, but I think it is even more important to share solutions on various levels (personal, community wide, State, federal, international). People need to feel empowered to drive change as opposed to paralyzed by fear.

- Let the public know the concrete ways that microplastics will affect them on a personal level.

# Appendix C2: Association of New Jersey Recyclers Survey

## STATEWIDE UNIFORM CURBSIDE RECYCLING LIST

New Jersey Recycling Market Development Council (Report issued in April 2022)

Legislative Recommendations included:

- Recycled Content Legislation
- Establish a low interest recycling equipment/infrastructure loan program
- Include annual public meetings as part of reinvigorated State Solid Waste Advisory Council (SWAC) agenda
- Enact an Executive Order and state law on state agency "green" purchasing
- Establish a New Jersey Recycling Markets Center
- Promote the DEP's one-stop permitting program to the glass industry of New Jersey
- Re-establish a recycling tax credit program
- Advance "Truth in Labeling" Legislation
- Revise Recycling Enhancement Act allocations to include funding for an annual statewide public education campSaign

# Oregon - Plastic Pollution and Recycling Modernization Act (passed 2021, effective 1/1/2022)

**Created a statewide list of what can be recycled** (local government collection list plus a depot list)

Statewide list developed via the rulemaking process – 3 lists
- Materials that local governments must provide an opportunity to recycle (drop off + curbside)
- Commingled curbside list - governments are not allowed to accept other items in the commingled bins
- PRO responsible list

Process
- Technical workgroup met 6 times between March and September 2022
- Oregon DEQ commissioned study on cost implications and environmental impacts
- Rule proposed in May 2023, public hearings held in summer, rule adopted November 2023

*Oregon Criteria for inclusion on list*

(a) The stability, maturity, accessibility and viability of responsible end markets;

(b) Environmental health and safety considerations;

(c) The anticipated yield loss for the material during the recycling process;

(d) The material's compatibility with existing (Oregon) recycling infrastructure;

(e) The amount of the material available;

(f) The practicalities of sorting and storing the material;

(g) Contamination;

(h) The ability for waste generators to easily identify and properly prepare the material;

(i) Economic factors;

(j) Environmental factors from a life cycle perspective; and

(k) The policy expressed in Oregon Revised Statutes 459.015 (2)(a) to (c), as amended by Section 46 of the Recycling Modernization Act.

## Oregon Material list – local govt. responsibility

* Cardboard including pizza boxes
* Paper bags and mail envelopes
* Paperboard boxes and packaging (excluding refrigerator/freezer boxes)
* Milk cartons/aseptic cartons
* Molded pulp packaging
* Tissue paper for packaging
* Non metallic gift wrap
* All printing & writing paper as well as file/hanging folders
* Plastic bottles & tubs (#1, #2, #5), buckets/pails/nursery pots/trays (#2, #5)
* Aluminum food and beverage
* Steel/bi-metal cans including empty or dry paint cans
* Scrap metal weighing less than 10 lbs. excluding sharp items or tanglers

❑ Glass bottles and jars (curbside only from non-residential sources in the Metro waste shed)

❑ Other scrap metal

❑ Motor oil

❑ Yard debris (only in Metro waste shed)

* indicates curbside

## Connecticut – What's IN? What's OUT? Campaign

(Voluntary* – adopted in 2017)

| IN | OUT |
|---|---|
| • Plastic bottles, cups, containers, tubs and lids<br>• Cardboard and boxboard including pizza boxes<br>• Junk mail, magazines, newspaper, office paper<br>• Aerosol containers (food grade only)<br>• Aluminum foil & foil containers<br>• Metal cans and bottles<br>• Metal lids<br>• Glass bottles and jars (food and beverage only) | • Black plastic trays and containers<br>• Loose bottle caps<br>• Plastic bags and wraps, plates, bowls, utensils<br>• Prescription bottles<br>• Styrofoam<br>• Gift wrap and bags<br>• Ice cream containers<br>• Paper cups<br>• Shredded paper<br>• Tissue paper<br>• Paint cans small pieces of scrap metal<br>• Drinking glasses/ceramic mugs |

www.recyclect.com

* Most towns have adopted this list

Colorado's EPR law (House Bill 22-1355 signed 6/3/22)

- Covers packaging and paper products
- Average of 68% of single-family households with access to curbside recycling services
- Needs assessment recommended:
- A minimum recyclable list (MRL) and an additional materials list (AML).
- MRL - list of materials that must be collected in a manner that is as convenient as the collection of solid waste.
- AML - includes materials that may be collected in different geographic areas through curbside services, drop-off centers, or other means.
- List re-evaluated annually
- Report presented to the Joint Budget Committee (JBC) of the Colorado legislature and waiting for their approval

## Minimal Recyclables List

**Curbside**

- Paper for General Use (uncoated), "Low grade" Printing and Writing Paper (e.g., bulk mail, envelopes, notebooks, cards), Other Printed Paper (e.g., flyers, calendars, brochures) Newspaper, Newsprint, Magazines and Other Coated Paper (e.g., catalogs), Bound Directories (e.g., telephone), Packaging Paper, Non-Metalized Gift Wrap
- Corrugated Cardboard (except wax-coated), Kraft Packaging (e.g., paper-padded mailers, grocery bags)
- Paperboard Boxes and Packaging, Molded Pulp Packaging excluding Food Serviceware (e.g., egg cartons, other protective packaging)
- Gable-Top, Aseptic Cartons
- Clear PET Bottles, Jars, and Jugs (including Transparent Green or Blue), Clear PET Thermoform Containers (including Transparent Green or Blue), Natural HDPE Bottles, Jars, and Jugs, Colored HDPE Bottles, Jars and Jugs, Other Polyethylene (PE) Packaging (e.g., ice cream/butter containers) Except Pails and Lids and Squeezables, Polypropylene (PP) Packaging, Except for Pails and Lids (e.g., deli containers, cleaning products), Large HDPE & PP Pails & Lids (e.g., cat litter)
- Steel Containers
- Aluminum Non-Beverage Containers & Aluminum - Beverage Containers

**Curbside or drop-off**

- Steel Aerosol Containers (empty)
- Aluminum Aerosol Containers (empty)
- Clear or Colored Glass

## Additional materials list

**Curbside, Drop off, or Other Means**

- Shredded Paper (bagged) Molded Pulp Food Serviceware (e.g., takeout "clamshells") Paper Cups, Coated and Uncoated Other Polycoated Packaging (e.g., some freezer and butter boxes), Paper Laminate (e.g., paper/aluminum wrappers, poly-lined deli wrap, and other plastic-coated paper wrappers, including burger wraps), Paper "cans" (spiral-wound containers) with steel ends
- Colored Opaque PET Bottles, Jars and Jugs
- Colored opaque PET Thermoform Containers
- PE Squeezable Tubes (e.g., toothpaste, lotions/sunscreens)
- LDPE Colored Nursery Containers (e.g., pots, trays, etc.)
- PP Nursery Containers (e.g., pots, trays, etc.)
- LDPE/HDPE Film (e.g., monoPE recycle compatible pouches)
- Other Aluminum Packaging (Foil and Foil Trays)
- Other Metal Packaging

## ANJR Stakeholder Process recommendations

- Time consuming to pass legislation and adopt regulations; and these would be difficult to modify when new technology allows recycling of other materials

Voluntary program of 3 lists:

- Recyclables that everyone accepts in the curbside mix
- Materials that no one accepts in the curbside mix
- Items whose acceptance differs depending on the county/town so residents should check locally

Next steps:

- Survey counties/towns & MRFS to develop those lists
- Meet with other States who have done this process (Connecticut)
- Possible EPR Law? – this would impact a voluntary versus regulatory statewide list

| | Accepted in Curbside **Mix** or other Primary Program (Y or N) | Restrictions to Accepting? (can leave blank) | For Material with "N" in Column C, list which towns, if any, do accept t:hat mat:erial in the Curbside Mix or other Primary Program. | For Mat:erial with "N" in Column C, list which t:owns, if any, do acceptthat mat:erial in a Secondary Program. |
|---|---|---|---|---|
| | | | | |
| Aluminum food and beverage containers | | | | |
| Steelfood and beverage containers | | | | |
| Empty aerosol cans (contained food items) | | | | |
| Empty aerosol cans (contained household products) | | | | |
| Aluminum foil pans | | | | |
| Aluminum foil (sheets) | | | | |
| Foiltops from yogurt containers | | | | |
| Paint cans | | | | |
| Pots and pans | | | | |
| Scrap metal | | | | |
| Wires | | | | |
| Glass food and beverage containers | | | | |
| Ceramic mugs and plates | | | | |
| Drinking glasses | | | | |
| Plastic containers# 1 | | | | |
| Plastic containers #2 | | | | |
| Plastic containers #5 | | | | |
| Plastic bottles jugs jars (no numbers) | | | | |
| Single use plastic cups {solo cups) | | | | |
| Plastic bags/wrap | | | | |
| Plastic utensils, bowls, plates | | | | |
| Black plastic trays and containers | | | | |

| | | | | |
|---|---|---|---|---|
| Plastic nursery/flower pots | | | | |
| Prescription bottles | | | | |
| Buckets/pails and lids (e.g. cat litter) | | | | |
| Clear PET Thermoform containers (berries, salad greens), | | | | |
| Other Polyethylene Packaging (e.g. ice cream/butter containers) | | | | |
| Polypropylene packaging (e.g. deli containers, cleaning products} | | | | |
| Colored opaque PET Thermoform containers | | | | |
| PESqueezable Tubes (e.g. toothpaste, lotions/sunscreens} | | | | |
| Styrofoam containers | | | | |
| Newspaper | | | | |
| Magazines/junk mail | | | | |
| Cardboard | | | | |
| Office/other paper | | | | |
| Gift wrap (non-metallic} | | | | |
| Aseptic containers | | | | |
| Molded pulp packaging {paper egg cartons, clamshells) | | | | |
| Boxboard (cereal boxes) | | | | |
| Pizza boxes | | | | |
| Beverage cartons (gable top) | | | | |
| Paper take out containers | | | | |
| Tissue paper | | | | |
| Shredded paper | | | | |
| Paper cups (hot/cold) coated and uncoated | | | | |
| Frozen/refrigerated food boxes (polycoated) | | | | |
| Paper "cans" (spiral-wound containers) with steel ends | | | | |
| Lids/caps (loose) | | | | |
| Lids/caps (on bottles} | | | | |
| Other | | | | |

# Appendix C3: ANJR Report 2024

Association of New Jersey Recyclers

# ANJR – Recommendations on Truth in Labeling and a Statewide Materials list

**Background:**

New Jersey has had mandatory recycling since 1987 yet confusion over "what is and isn't recyclable" is a critical issue that hampers residential, business and institutional recycling programs across every municipality in the State. Claims made by manufacturers regarding the recyclability of their products or packaging and misleading use of the chasing arrows symbol on products contribute to this confusion. Another problem is that the list of items to be recycled curbside varies by location. From the Recycled Materials Development Council (RMDC) report, "New Jersey's recycling law called for each of the state's twenty-one counties to develop a recycling plan that lists the recyclable materials that must be recycled in that county. While all the county recycling plans initially called for and still call for the recycling of the basic materials – paper, glass bottles, metal cans, plastic containers and corrugated cardboard – over time the requirements began to differ from county to county. There can even be differences in recycling requirements between municipalities in the same county. Thus, what is recyclable at your home may not be recyclable at your office in another county."

To address this confusion, the RMDC report and the Plastics Advisory Council (PAC) Year-One report recommended that New Jersey consider Truth in Labeling legislation. The RMDC report specifically noted that the legislation "clarify that a product or packaging labeled as recyclable must in fact be recyclable in practice and not simply recyclable in theory." The PAC report recommendation was similar, stating that "The PAC believes that "truth in labeling" is an issue warranting further study and that product and packaging claims are a contributing factor to confusion in plastics recycling and in rising contamination levels at Class A recycling facilities operating in the State." Both reports also recommended a Statewide Public Information Campaign, in part, to address confusion regarding the types of materials that should be recycled. While the NJDEP has provided some educational materials that municipalities and counties can use to educate the public, it is difficult to do a Statewide public education campaign when there are different recycling requirements across the State.

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Association of New Jersey Recyclers

**ANJR Proposal**

ANJR has reviewed the current legislative proposal on Truth in Labeling (S224/A2775) and believes that working toward one State list would make it easier to determine what "recycling" labels can and cannot be used on an item. ANJR has spent the last nine months discussing these issues with our members and other stakeholders. ANJR surveyed County recycling programs and New Jersey recycling facilities to better understand where there may be differences in the acceptable materials lists.

As a result of those findings, ANJR proposes 3 lists:

1. A list of materials that all facilities accept,
2. A list of materials that no facilities want, and
3. Items whose acceptance differs by facility and must be checked locally.

These proposed lists are included on the last page of this report. ANJR is actively encouraging counties and municipalities to voluntarily adopt these lists.

**ANJR specific recommendations on S224/A2775:**

The bill should be amended to:

- Require the NJDEP to contract with a nonprofit recycling organization to maintain and update (every other year) the 3 curbside lists:
  1. A list of materials that all facilities accept,
  2. A list of materials that no facilities want, and
  3. Items whose acceptance differs by facility and must be checked locally.

  ANJR, with our membership representing the vast majority of the recycling community is willing and able to take on this task.

- Amend the funding allocations contained in the Recycling Enhancement Act (C.13:1E-96-5b(5)) to:
  - Not more than 3% [5%] of the estimated annual balance of the fund shall be used by the Department to provide grants to institutions of higher education for recycling demonstration, research or education, including professional training.
  - New section 5b(6) – Not more than 2% of the estimated annual balance of the State Recycling Fund shall be annually appropriated to

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- the Department and made available on July 1 of every year to the organization under contract with the Department pursuant to this act to conduct a yearly survey of acceptable and nonacceptable lists and for a Statewide public information and education program regarding the proper list of materials to recycle. No less than 75% of the allocation shall be used exclusively to develop and finance an annual Statewide media advertising campaign to promote recycling, waste reduction and responsible solid waste handling behavior. Said campaign may utilize television, radio, social media, print and other advertising outlets to reach the general public. The organization under contract with the Department pursuant to this act shall, no later than the date on which the contract period concludes, submit a report to the Governor and the Legislature concerning its activities during the contract period and any recommendations concerning improving the program.
- Delete 13:1E-99.41 which requires plastic resin codes on bottles and containers.
- Amend the bill to allow the following labels:
  - the word "recyclable" is allowed on items that are acceptable at all facilities according to the latest survey done by the non-profit organization in contract with NJDEP.
  - If it is on the accepted nowhere list or check locally, it cannot just say recyclable but rather must have additional information such as a QR code or recycling symbol with instructions (How2Recycle label), including "can be recycled in a drop off program", or wording that says "check locally".

**Existing laws in other States:**

**Truth in Labeling - Existing and Proposed Laws in Other States: California** enacted Senate Bill 343 to address misleading or confusing claims made on products and packaging. This law will become effective in 2026, thus providing approximately a 5-year lead time for implementation. Other states, namely **New York** and **Maryland**, have legislative proposals currently under consideration. **Oregon** took a different approach creating a "Truth in Labeling Task Force" to study the concept within the context of Oregon's existing solid waste and recycling system prior to advancing legislation. The Oregon Task Force report, generating

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specific recommendations, was released in June of 2022 and can be found here. One notable recommendation that ANJR concurs with is that recyclability claims should match the list of items that are collected by all Oregon local government units.

The requirement for a resin identification code (RIC) and/or chasing arrows on plastic bottles and rigid plastic containers has also changed over the last few years. Before 2021, 40 states required an identification code. As of May 2022 "36 states currently require at least some plastic products have some form of identification of the primary resin type used (Fig 1.), 31 states require this identification on only plastic bottles or rigid plastic packaging, with 15 states further narrowing the scope of bottles or packages of a specific size. 29 states require a symbol which includes a chasing arrow". **Washington** passed legislation removing the requirement to have the chasing arrows symbol on plastic containers. Oregon repealed provisions requiring the chasing arrows and Resin Identification Codes on plastic containers. In California (SB 343), unless a container meets statewide recyclability requirements, the use of the chasing arrows mark is prohibited as of 2025 (see specific SB 343 factsheet found here).
**Maine** joined Oregon in passing an extended producer responsibility bill for packaging in 2021. While the Maine law does not have labeling changes or requirements, it allows for lower producer fees if "labeling of packaging material to reduce consumer confusion" is included on packaging.
**Minnesota**'s newly enacted EPR law requires the PRO plan to "assist producers in improving product labels as a means of informing consumers about refilling, reusing, recycling, composting, and other environmentally sound methods of managing covered materials;".

Other notable labeling laws include
- North Carolina (HB 315) and Alabama (S-284) require "not recyclable, do not recycle" labels on biodegradable and compostable plastic products.
- New laws involving labeling of non-flushable wipes are becoming more common as well. New Jersey (PL 2023, c280), Oregon (HB 2344), California (AB 818), and Washington (HB 2565) recently passed flushable wipes labeling laws.
- California has strict laws regulating the marketing and labeling of degradable plastic products, including those claimed to be "compostable" or "biodegradable." The law requires environmental marketing claims, whether explicit or implied, to be substantiated by competent and reliable clear scientific evidence (PRC Sections 42355-42358.5).

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**Statewide Materials List – Existing and Proposed Laws in Other States**: **Oregon**, via Senate Bill 582, required the Oregon Environmental Quality Commission to identify 3 lists of materials via the rulemaking process. The requirement is a small portion of the Extended Producer Responsibility bill. The first list is a "Statewide collection recycling list" which are materials that local governments are required to provide an opportunity to recycle. This can include curbside and drop-off programs. The second list is the "uniform statewide collection list" which are the items that are allowed to be collected commingled by each government. Governments are not allowed to accept items in the commingled bins that are not on the uniform statewide list. The third list includes covered products of which a producer responsibility organization must provide for the collection through recycling depot or mobile collection events. Oregon approved these lists in November 2023. More information can be found on this page.

The **California** Statewide Commission on Recycling Markets and Curbside Recycling recommended that the State create a CA Statewide Recyclable list in their report here.

In 2017, the **Connecticut** Department of Energy and Environmental Protection (DEEP) adopted an educational campaign that standardized the materials list across the entire state. A "What's In, What's Out" outreach campaign is used to get the word out. They have had great participation from the MRFs and most towns have adopted the program as well. **Massachusetts** has a similar campaign here:

**Colorado** passed an EPR law in June of 2022 which required a needs assessment. The approved needs assessment contains a minimum recyclables list and an additional materials list. "The minimum recyclables list is a list of materials that must be collected in a manner that is as convenient as the collection of solid waste. The additional materials list includes materials that may be collected in different geographic areas through curbside services, drop-off centers, or other means."

**Minnesota** approved an EPR law (H.F. 3911) in May of 2024 which includes a requirement for a "statewide list" and "alternate collection" list.

**Future ANJR activities**

ANJR commits to working with NJDEP, recycling facilities and county/municipal recycling coordinators to reduce the number of materials on the "check locally" list. This will result in refinement of the three lists. ANJR plans to begin working on this in the fall of 2024, with results by January 2025.

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Association of New Jersey Recyclers

**New Jersey Material Recovery Facility (MRF) survey 2024**– preliminary results

**Accepted curbside ***

Glass food and beverage containers
Aluminum food and beverage cans
Steel food and beverage cans
Plastic jugs, jars, bottles and tubs (<=1 gallon) #1, #2 & #5
Newspaper
Magazines/junk mail
Cardboard
Other paper (office paper)
Pulp packaging (egg cartons)
Boxboard/Cereal boxes
Non-metallic/non-foil gift wrap, greeting cards and tissue paper

* All recyclable items must be empty, clean and dry and should not have contained toxic/hazardous substances

**Not accepted curbside**

Glass or Ceramic mugs/plates/cookware/drinking glasses
Non-container glass - Light bulbs, mirrors, window glass
Scrap metal & Propane tanks
Batteries
Plastic utensils/bowls/plates/cups (including Solo cups)
Plastic bags/wrap/mailers/packaging materials
Plastic containers/packaging (#3, #4, #6, #7)
Plastic bagged recyclables
Reusable or carryout bags
Nursery flowerpots
Polystyrene (anything)
Plastic hangers
Wires, hoses, and Christmas lights
Diapers
Tissues, Paper Towels & Napkins
Paper takeout containers, Freezer boxes & paper cups
Shredded paper

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Association of New Jersey Recyclers

Greeting cards with embedded batteries
Any items that contained or contain toxic/hazardous materials (empty or not)

**Depends on the facility (check locally)**

Empty metal or plastic paint cans
Aluminum foil pans/foil sheets
Metal Pots and pans
Empty aerosol cans (which contained non-toxic materials)
Other plastic #1, #2 #5 containers (takeout containers, clamshell, black trays, coffee pods)
Squeezable tubes
Pill bottles
Buckets/pails
Aseptic containers
Beverage cartons
Pizza boxes
Refrigerated food boxes
Spiral wound containers (paper & metal)
Lids & caps (on or off)

Orange text indicates the materials that are not collected in all 21 counties.

Association of New Jersey Recyclers
September 2024

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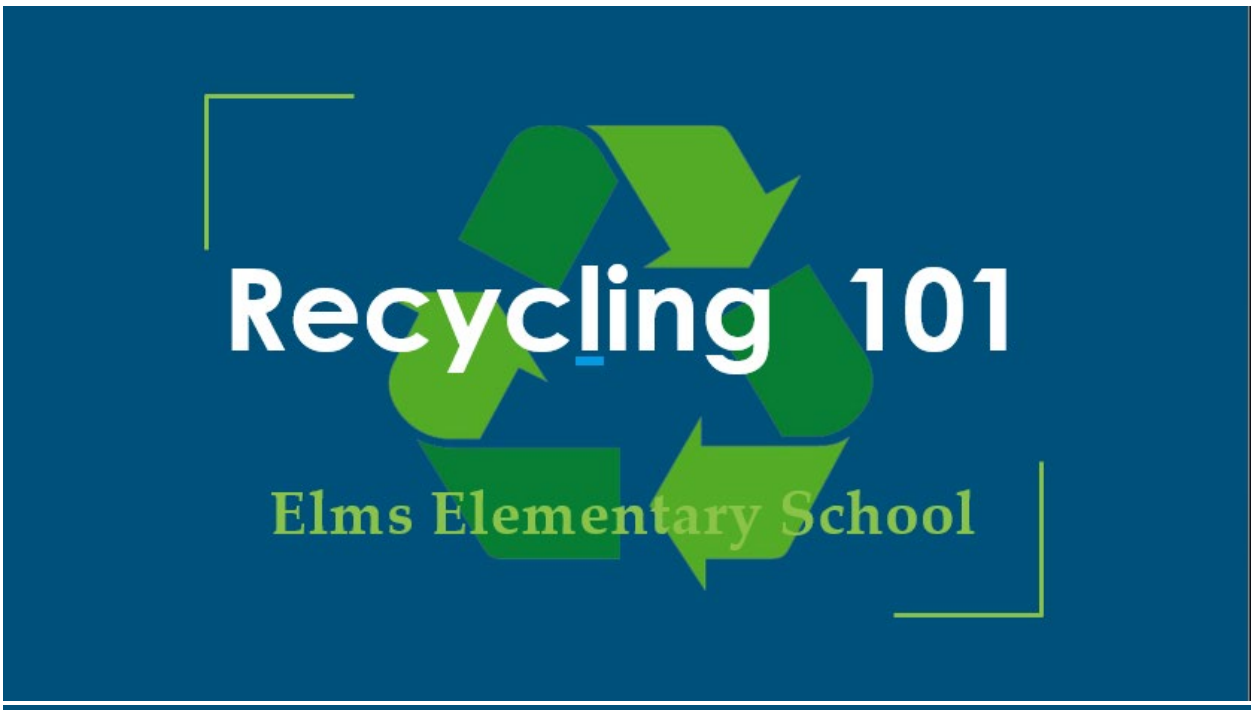
## Appendix C4: Walmart-Terracycle Signage

Appendix C5: ELMS School Recycling Program




## Ocean County Department of Solid Waste

There are two recycling facilities:

- Northern Recycling Center in Lakewood
- Southern Recycling Center in Manahawkin (operates primarily as a transfer station)

Their hours of operation are Monday through Saturday from 7:30 am to 3:00 pm.


# Single Stream Recycling

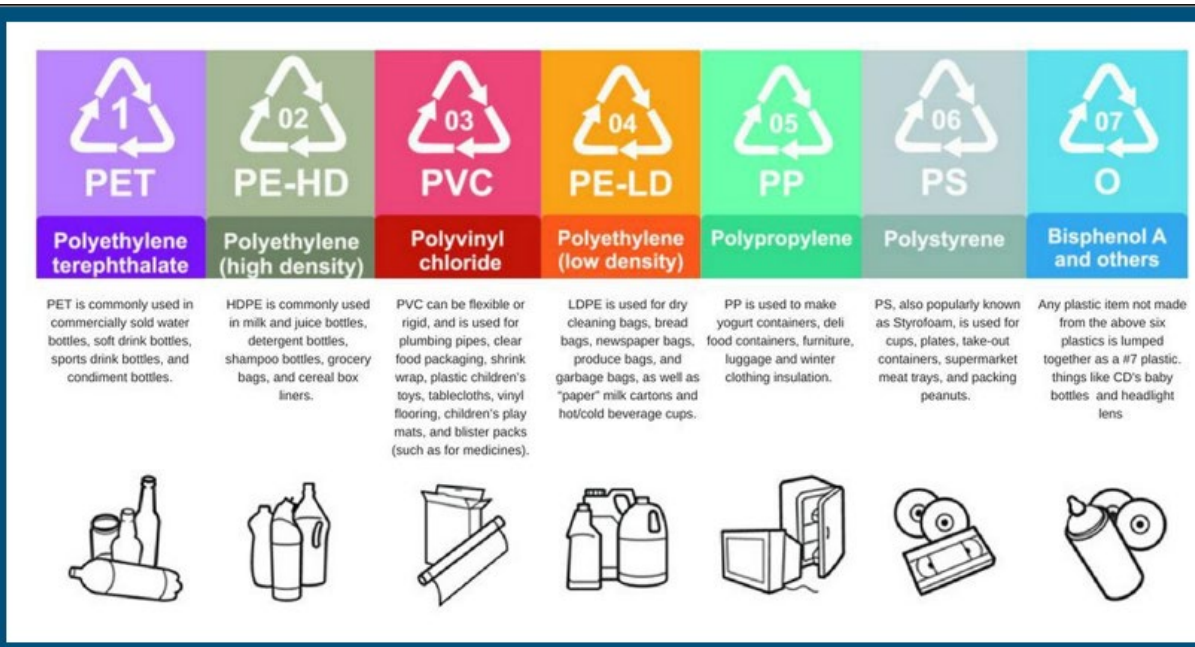
# Do NOT bag recyclables.

Recyclables should be placed directly in the box (or the bag that's lining the box).


# Acceptable Items

# Plastic #1, #2, and #5

The numbers found on the bottom of plastics are resin identification numbers.


To learn more... The 7 Types of Plastic

# Plastic bottles

Bottles must be clean and dry.
Pumps and sprayers must be discarded.
Caps can be recycled!

Examples:

- Beverage
- Shampoo/conditioner
- Laundry, dish detergent
- Milk jugs
- Condiments, like ketchup and dressing


# Plastic bottles

1) Empty
2) Rinse and let it air dry
3) Put the bottle in the recyclables container

# Butter & yogurt containers

Containers must be clean and dry.




# Cans

Cans must be clean and dry.

Examples:

- Metal beverage cans
- Empty, non-hazardous aerosol cans

# How to recycle a food can


All cans from canned goods are recyclable.


Make sure they are empty and dry before you bin it


Insert the lid to avoid any accidents. Throw it in your recycling bin.

# Glass jars, bottles, and containers

All shapes, sizes, and colors are accepted.

Empty and rinse all bottles and containers.

# Aluminum foil

Aluminum foil and trays need to be clean and dry.


# Mixed paper

No grease, food, or wax residue.

Glue, tape, staples, and envelope windows are okay!

Remove covers of paperback and hardcover books.

# Mixed paper

Examples:

- Magazines and catalogs
- Paperback books and hardcover books
- Junk mail (including envelopes), office paper, computer paper, school papers, construction paper, and newspapers plus inserts
- Brown paper bags
- Wrapping paper and greeting cards (100% paper, no glitter)

# Cardboard

Cardboard boxes must be flattened.

They must be clean.

Do not tie boxes together.


Pizza boxes are accepted, however, if they contain ANY grease, cheese, or wax paper liners, they should go in the garbage. You can rip off the soiled part and recycle the rest.

# Paperboard and chipboard


Examples:

- Cereal boxes
- Food boxes
- Tissue boxes
- Paper towel and toilet paper rolls

## Unacceptable Items

## Soft plastic

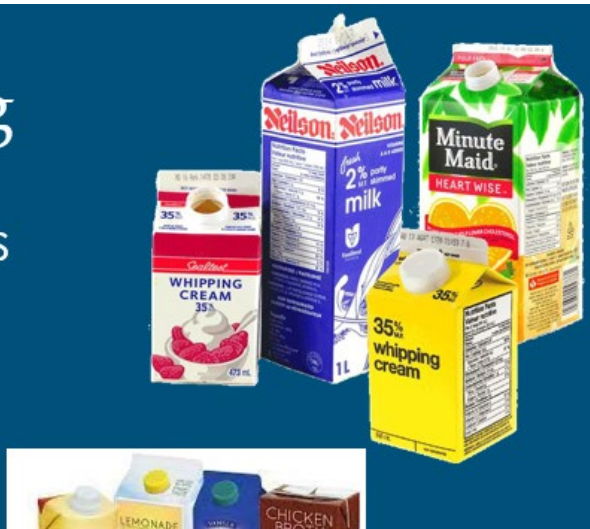
- Plastic bags
- Plastic wrap
- Plastic wrappers
- Ziploc bags

**Bring plastic bags to Walmart, Acme, StopNShop, Kohl's, ShopRite, Target, and Lowe's*
*To find a drop off location:*
*https://www.plasticfilmrecycling.org/recycling-bags-and-wraps/find-drop-off-location/*

# Napkins, tissues & paper towels


# Aseptic packaging

- Ice cream containers
- Juice containers
- Milk cartons
- Waxed paper or waxed cartons & food containers




## Paper cups & drinking straws

## Plastic cups

# Paper trays & egg cartons

# Styrofoam

# Bubble wrap & packaging

# Gift bags

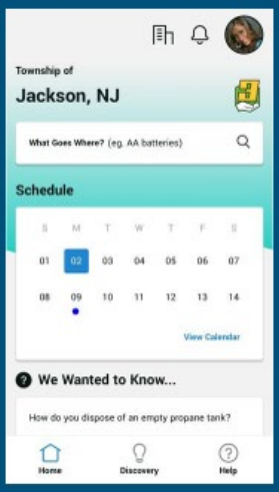
Ribbons, rope handles, foil-type paper, and cards with glitter are detrimental to the recycling process.

# Shredded paper

Although paper is absolutely recyclable, shredded paper will clog the machinery. Shredded paper can be dropped off at the recycling centers. The county also offers opportunities for residents to bring boxes of paper to be shredded throughout the year.

# Still not sure about an item?

Download the **Recycle Coach** app on your smartphone.



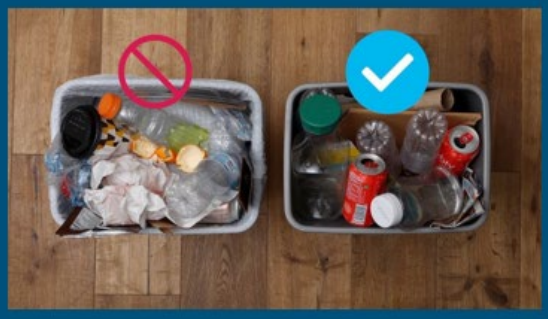
# Still not sure about an item?

**If you're not sure, please throw it in the trash!**

- Damage to equipment
- Danger to employees
- Contamination of recyclable materials

WHEN IN DOUBT, THROW IT OUT!

# Remember...

# Learn more!


# Recycling at Elms

Each classroom has a blue, 7 gallon recycling container.

All acceptable items should be placed in this one container.


# Recycling at Elms

Each day, our custodians empty the contents of the classroom recycling containers into the large blue pails in each hallway. ***However, if there is garbage mixed in, they throw the contents in the garbage.***


# Recycling at Elms

Every morning, Ms. Doreen collects the recycling from the large hallway pails and places it outside to be collected by the district.

# Recycle Station

We have a recycle station, located in front of the IMC. The purpose of the recycle station is to collect and recycle items that are not accepted by our county's recycling centers.

# Recycle Station

One bin in our recycle station is for the collection of TICONDEROGA and DIXON pencils.

***Important***
We are only collecting pencils that are at the end of their useful life. Please don't put pencils that can still be written with in the bin.


# Recycle Station

One bin in our recycle station is for the collection of plastics shown in these pictures.


# Thank you!

If you have any questions about recycling, please contact Ms. Brenner in room 206.

## Let's get serious about recycling!

Consider joining the GREEN TEAM! Composed of staff, administrators, and students, the Green Team meets throughout the year to keep recycling relevant at Elms.

The GREEN Team

## Paper cups & drinking straws

# Appendix C6: ANJR School Recycling Manual

# Recycling Manual For New Jersey Schools

**Prepared by:**
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# Recycling Manual for New Jersey Schools

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# Recycling Manual for New Jersey Schools

## INTRODUCTION

Recycling has been mandatory in New Jersey since 1987. One might be tempted to say, "No one has forced us to recycle yet. Why worry now?" The simple answer is because the reasons for the mandate have not abated. New Jersey still faces the prospect of rapidly rising disposal costs and diminishing landfill space. Thus, state and local governments' resolve to increase recycling rates (the legislature raised the state's recycling goal to 60%) continues to mount. In fact, this manual may have arrived from your local officials along with a notice to begin recycling —Now!

School recycling programs require special-planning and careful implementation if they are to become a lasting part of a student's educational experience. This manual will guide key school personnel step-by-step through the process of setting up a recycling program. It provides all the necessary tools for designing and implementing a viable and comprehensive program in public, private and parochial schools.

## HOW TO USE THIS MANUAL

If you are reading this manual right now, chances are you are responsible in some way for your school's recycling program. Whether you will oversee the entire program, or will be responsible for a specific segment of the operation, this manual will guide you through the necessary steps.

The manual is divided into three sections, which represent the three phases of setting up and operating a program.

**Phase One: Team Building & Program Design**
- Ideas on how to build support, design the program, and roles of key personnel.

**Phase Two: Implementation**

- A guide for completing associated tasks, educating participants, kicking off the program, and motivating the entire school community.

**Phase Three: Maintenance & Enhancement**
- Suggestions for maintaining quality controls, reinforcing the recycling message, tracking the program's success, adding new recycling projects, and networking.

## Who is the best candidate to lead the development of a school recycling program?

There are many candidates, including the school district business manager, a principal, a teacher or a parent. Even though a successful program requires multifaceted participation, one individual should be designated as the program's "Central Coordinator." It is vital for the coordinator to know the schools well.

The Central Coordinator can review the entire manual, then turn to the relevant sections as each phase of the program's development is reached. Refer to the section entitled "Key Steps to Establishing a Recycling Program" for a quick overview of the phases of program development and management. Hot Tips for planning and implementing your program are found throughout the manual. School representatives responsible for certain aspects of the program's implementation will find "lift-out" sections pertaining to their specific responsibilities.

By working together, the Central Coordinator and other key personnel can guide the school successfully through all phases of program development. As the program takes shape, don't forget to leave room for student involvement. Students are imaginative and creative. Their ideas and energy can fuel the school recycling program from start to finish.

## *Key Steps to Establishing a Recycling Program*

***Phase One: Team Building and Program Design***

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## PHASE ONE: TEAM BUILDING AND PROGRAM DESIGN

### A. ENLISTING SUPPORT: BUILDING YOUR TEAM

**Form an Implementing Committee**

It is important that all the key players needed to make a recycling program successful are included as members of the implementing committee. While this may vary from school to school, the suggested make up is a buildings and grounds person, a food service person, a teacher and a student.

**Hot Tip: Provide "Ownership" Early On**

Create opportunities for key players to assume ownership over certain aspects of the program. Especially make sure the custodians' suggestions are considered. Ultimately, they will be the "custodian" of the recycling program. Their opinions count.

**Other key contacts**

The Central Coordinator should contact the parent-teacher association. Parent groups can encourage the reinforcement of the recycling message at home, and may even provide links to local businesses willing to support the school recycling effort in some way.

The Central Coordinator should also contact the municipal and/or county recycling coordinator. They can provide excellent resources and support.

**Group effort: the key to success**

As the Central Coordinator makes contacts and begins laying the groundwork for the school recycling program, it is important to emphasize to everyone that the cooperation of all key personnel is vital to the program's success. Be sure to listen carefully when every group voices its concerns and suggestions. Each group will notice if its ideas are ignored when the recycling program kicks off.

**Hot Tip: Special Needs and Opportunities for Large School Districts**

Large School districts with dozen or more schools present special challenges and opportunities. Perhaps the key challenge is maintaining organizational consistency while making allowances for the diversity of each individual school. To facilitate the planning, implementation and follow-through of the recycling program, large districts should have a coordinator in each school who reports to the Central Coordinator.

One advantage that large school districts have is that they can use their purchasing clout to garner contracts or to create recycling opportunities less likely to be available to smaller districts.

## B. WASTE AUDITS

### What is a waste audit?

The first step in designing a recycling program is to familiarize oneself with the different types of waste materials generated at the schools and how they are typically handled. This is customarily known as a "waste audit." A waste audit includes the following steps:

1. Touring each facility.
2. Surveying visually and through interviews the types and amounts of wastes commonly generated.
3. Discussing routine handling operations with custodians, cafeteria staff and school administrators.
4. Discussing storage and collection options with the custodians and waste hauler.

Appendix C contains a worksheet that can be used when conducting a waste audit.

### Step One: Inventory materials

The waste audit begins with an inventory of materials generated at each school. Teachers, office staff, custodians and food service personnel should be consulted concerning the materials they observe in the school's waste stream. The central purchasing agent for other supplies including school cafeterias also should be consulted.

Make a list of the materials mentioned, grouping them by material type and whether or not they are recyclable. Even if some of the materials might not be recyclable, include them on the list. For instance, the "paper" category might include office paper, computer printouts and cardboard, in addition to paper towels, napkins and outdated textbooks. Ultimately, this master list will be reduced to include only those items that can be economically recycled. It should begin, however, as a comprehensive documentation of the different types of waste materials generated by the schools.

**Hot Tip: Think "Waste Reduction" Early On**

It is during the waste audit that opportunities for waste reduction can perhaps best be identified. Discuss this objective when interviewing all players. Some Possibilities:

- See if paper towels in bathrooms can be replaced with electric hand dryers.
- Check whether the copier can automatically make double-sided copies.
- Replace disposable cups in the teacher's lounge with coffee mugs.
- Investigate reusable routing envelopes for internal communications.

Remember, eliminating waste before it is generated is more cost effective than recycling.

### Step Two: Tour facilities

After talking with all key personnel concerning the materials they observe in the waste stream, it is important for the Central Coordinator to tour the school building in person. The function of

the tour is twofold. First, it provides the Central Coordinator with an opportunity to observe materials used at the school firsthand. Some recyclables not mentioned during the waste survey may become evident while watching office personnel, teachers and custodians at work. Be thorough: don't hesitate to check trash receptacles for potential recyclables.

Secondly, the school tour allows the Central Coordinator to observe existing collection sites and storage procedures. Be sure to check all locations of the school building to determine 1) where trash currently is collected, and 2) potential sites for recycling containers (make sure they do not violate fire codes). The tour should include offices, classrooms, storage areas, kitchen, cafeteria, teachers' lounge, library, gymnasium, art room, resource rooms; in short, wherever waste is generated.

**Hot Tip: One Size Fits Most**

When designing a program for a large School District, it may not be necessary for the Central Coordinator to survey wastes at every school. Rather, perform audits at representative schools, such as one elementary school, one middle school and one high school (Don't forget the school administration building). Extrapolate the findings for all the schools.

**Step Three: Obtain input from key personnel**

Once a good list of materials is developed and a tour of the school is completed, the next step is understanding the details of existing waste/recycling operations. Interview custodians, cafeteria staff and administrators to assess how waste currently is collected from individual rooms, and where it is stored until the hauler collects it.

The more detailed these interviews are, the easier a recycling plan will be to develop. Try to get as much information as possible, including:

- estimates on how much waste is generated in each area of the school
- what is the current schedule for collecting waste at each site (i.e., is classroom trash emptied throughout the day, or only after school hours?)
- Who is responsible for collection and what equipment is used to what equipment and services are provided by the waste hauler

Solicit suggestions during these interviews. Most people will be willing to share ideas on how to make the collection of recyclables as easy as possible.

When designing the program, keep in mind that integrating the collection of recyclables into current handling operations will be easier than creating an entirely new routine. Envision how the recycling program will fit in with the current collection and storage procedures. Working with the custodian to explore solutions jointly is the most effective approach to resolving collection issues. Avoid imposing your proposed schedules on crews. This will only alienate vital participants.

**Hot Tip: Contracting for the best service**

Recycling involves more planning and forethought than simply collecting everything. Communication between the school and hauler is very important. Thus, simply awarding a contract to the lowest bidder—regardless of the level of service provided—may not necessarily result in the best or most cost-effective solid waste management program. The Business Administrator may be in the best position to advise the Central Coordinator on how the school can assure that it contracts for the most professional resource management system available.

**Step Four: Investigate recycling markets**

The last step in the waste audit is to find a market for the recyclables collected. There are several options schools should explore. One may be your municipality. Your township's public works department may be able to pick up the recyclables, or your school may be able to take them to your township's recycling drop-off center.

A second option may be to work directly with a local recycling firm. Some may provide the service to collect the school's recyclables, or the school may be able to deliver the materials to the recycling market.

A third option is to contact the school's waste hauler. The hauler may be able to help determine which recyclables the school could feasibly collect. The Central Coordinator should ask the hauling company for a comprehensive list of the recyclables it currently handles. The school can also explore adding materials, not specified by the hauler.

Haulers can also help estimate the quantity and size of storage containers needed for the recycling program. Usually, the hauler will offer a variety of storage and collection options. As a rule, the fewer pick-ups the hauler makes at each building, the less expensive the recycling program will be. With this in mind, try not to underestimate the school's storage needs. It's better to have a large storage dumpster emptied once a week than a small storage dumpster emptied twice a week. The exception would be dumpsters for food wastes that must be emptied daily; here a smaller dumpster (yet one adequately sized to hold all of the waste) should be less costly than a larger, partially filled one.

With the exception of schools that are located in municipalities where waste is collected municipally, most schools contract with private haulers, either directly or as a district. Since most haulers have annual contracts with schools, ideally, decisions about the recycling program should be made prior to the issuing of bids or requests for proposals (RFP's). It may also be possible to negotiate with a waste hauler after a contract has been signed. Check with the Business Administrator on the terms of the contract to see if that is possible.

## C. RECYCLING PROGRAM DESIGN

### 1. Target materials

Decisions regarding which materials are collected will be based on volume estimates, the waste hauler's capabilities, and local recycling mandates. The Sample Chart on the next page describes procedures for some commonly collected materials. However, each school should be prepared to pick and choose from a list to meet its individual needs. In addition, if the school district is interested in a recyclable not included on the chart (i.e., household batteries), the Central Coordinator should contact the municipal or county recycling coordinator for other recycling markets in the area. Refer to Appendix D for the worksheet to design your own program.

**SAMPLE CHART**

**RECYCLABLE MATERIALS: Points of generation and common handling techniques**

| MATERIAL | POINT OF GENERATION | WHO SOURCE SEPARATES | HOW COLLECTED (& BY WHOM) | WHERE STORED |
|---|---|---|---|---|
| Office Paper | Administrative Offices | Office Staff | Placed in Marked boxes (Office Staff) | Designated indoor container (cannot get wet) |
| Mixed Paper | Classrooms Adm. Offices | Students Teachers, Staff | Placed in marked boxes (generators) | Designated indoor container (cannot get wet) |
| Corrugated Cardboard | Kitchen Supply Room | Custodial staff | Flattened and tied in bundles (Custodians) | Designated outdoor container Or stacked on collection day |
| Newspapers | Teachers' Lounge, Library | Teachers | Tied in bundles (Custodians) | Designated outdoor container |
| Containers (glass jars, steel and aluminum cans, plastic containers) | Kitchen, Teachers' Lounge | Kitchen staff Teachers | Rinsed and placed in marked bins (Generators) | Designated outdoor container |
| Milk Cartons & Drink Boxes | Cafeteria, Classrooms, Teachers' Lounge | Students Teachers | Emptied and placed in marked bins (Students) | Designated outdoor container |
| Polystyrene Trays | Cafeteria | Students | Tapped clean (students), stacked in bags, (Custodians) | Designated outdoor container |
| Food Waste* | Cafeteria | Cafeteria staff And students | Placed in containers (Generators) | Designated outdoor container |
| Leaves/Yard Waste | Grounds | Grounds Crew | Put in compost piles (Ground Crew) | At schools or local compost site |
| Used Motor Oil | Garage | Mechanics | Drain pans (Mechanics) | Tank in yard |

* The recovery of food waste is rare: some pig farmers will accept materials; food waste composting efforts are ~~scarce, but~~ may become more widely available in the future.

**Hot Tip: Construction and Demolition Waste Recovery**

Roofing shingles, old carpeting, wood wastes and fluorescent light bulbs are not wanted in the standard recycling bin, but that doesn't mean they aren't recyclable. While this manual focuses chiefly on the common wastes typically generated every day by schools, you should be aware that recyclers are finding homes for these special materials. Be sure to consider this opportunity when planning remodeling, school additions or lighting conversions. Contact ANJR, or your municipal or county recycling coordinator for assistance.

**2. Specify locations/Identify collection containers**

Once the school determines which recyclables to collect, the next step is to chart the flow of materials within the school. For this step, the Central Coordinator and all other key personnel will have to meet to discuss where recyclables will be collected and what type of containers are required at each location. The path of each material to be collected should be diagrammed, from the time it is placed in the recycling bin, to the time it is brought to an outdoor storage container for pick-up by the hauler.

Most containers will be located in classrooms, offices, or the school cafeteria. Some, however, may be needed in the school kitchen, storerooms, foyers and outside. Generally, traffic flow will determine where recycling bins are needed. For example, the best place for a paper collection bin for students is where they generate paper (near their desks or the classroom exit). Often the best place for a recycling station is right next to a trash receptacle.

Some containers can be obtained free of charge. For instance, reuse cardboard boxes that supplies are delivered in for newspaper and mixed paper collections. Recycling labels for containers may be available from county or municipal recycling coordinators. Students can also decorate the boxes so they are easily identified as being part of the recycling program.

**Hot Tip: Convert Existing Containers**

Remember – when estimating container needs, don't forget that the volume of waste is staying the same; in other words, the same amount of material is being generated – it is simply being separated. For this reason, new containers generally are not needed for locations such as cafeterias; existing ones can be designated for recyclable materials. Just make sure they are properly marked, to avoid confusion. Fitting the containers with lids with limited openings encourages students to place only recyclables in them.

**3. Resolve storage and collection issues**

Trace the path of each material designated for recycling within the school, and identify who will be responsible for handling the material at each step. For instance, will students be responsible for collecting paper from classrooms and bringing it to a central collection point within the school on specified days? Will the custodian be responsible for materials generated within the cafeteria and offices? Where will materials be stored before pick-up?

*A school solves its storage problems...*

*... and an old school van gets a new life. The Morris Plains Borough School had nowhere to store its recyclables. So, an old school van was transformed into a storage center for recyclables, solving the school's recycling storage problem while it created a new use for the van.*

Storage is a major issue when determining the flow of materials. The Central Coordinator and other key personnel should discuss how long each material can stay in the school before being transferred to an outside receptacle. Some materials, such as mixed paper, probably can stay in the school until the hauler collects them. Others, such as aluminum and steel cans, glass and plastic bottles, milk cartons and drink boxes, most likely will have to be moved to outdoor storage units daily.

The school's storage schedule will be shaped by the waste hauler's collection schedule. For example, all paper from classrooms will have to be gathered at a central location before or on the hauler's collection day. The custodian will know the hauler's pick-up days. The collection schedule should be established and communicated on a need-to-know basis.

**Hot Tip: Map out your program**

On a map of the school, trace the route of the materials through the school and into storage containers. Designate locations on the map where trash containers are presently placed. This should help identify convenient location for recycling bins.

4. Negotiate with recycling hauler

Another point of consideration when designing a school recycling program is the logistics of removing the recyclables from the school grounds. Most likely, this step will be carried out as part of the school's waste hauling service. Regardless of who provides the service, the Central Coordinator and other key personnel should make sure the school's storage and collection needs are met.

From the original school waste audit, an estimated volume of each recyclable should be available. Based on these estimates, the hauler can determine what size collection container would be appropriate for each material. Collection containers usually are provided by the hauler as part of the hauling arrangement. If space outside the school is a problem, consider using multiple "Toters" (which can be stored anywhere) instead of one large dumpster. Another way to save space is to arrange for more frequent pick-ups. Keep in mind, however, that frequent pick-ups by the hauler may result in additional charges to the school.

Whether or not space is a problem, the frequency of collection will be an issue. Again, based on volume estimates from the school's waste audit, a tentative pick-up schedule can be arranged with the hauler. The school should reserve the right to alter the schedule if the original volume estimates need adjusting, or at certain times of the year. For example, when students clean out their lockers before summer breaks, the volume of paper collected will increase dramatically.

If the volume of a certain recyclable is hard to estimate, the school may want to arrange for pick-up on an as-needed basis. With this method, the school simply contacts the hauler whenever the storage container is full.

Since all storage and collection decisions involve the waste hauler, some discussion may have to come before the school issues its hauling bid or RFP. If local purchasing procedures don't prevent it, it might be advantageous to solicit ideas on certain program design aspects (such as container needs) from vendors prior to writing an RFP. Their input may help to clarify certain objectives and raise other possibilities. Maintain flexibility for future programs by insisting on contractual language that allows the school to expand the list of recyclables as opportunities arise.

The bid should outline all recyclables the school wishes to collect, and it should require the hauler to document tonnages collected. If the bid has already been awarded and the school district is re-negotiating to allow for recyclables, all options should be investigated. Ask about different types and sizes of containers, and get prices for different collection schedules before making any decisions. If each school transports its recyclables to a central location for pick-up, the hauling charges decrease dramatically.

***Not following through on program design issues can be costly...***

*...just ask a school in Cape May County that recently paid a $200 fine for not recycling. Cape May County had a three-year enforcement plan for its recycling laws. The first year, garbage trucks containing recyclables mixed with trash received a warning. The second year, the driver was given a written notice. The third year, the truck owner had to pay a surcharge of $200 for each contaminated load of garbage, which it passed on to the school.*

*In this instance, the school had instituted a source separation program in its classrooms and offices. Unfortunately, the school's cleaning service was mixing all the trash and recyclables together at the end of every day. Because the school's contract with the cleaning service had never been adjusted to reflect these new changes in handling, the cleaning crew were not responding properly.*

*This school learned the hard way. Following through on all aspects of program design is critical - or you could be left holding the bag.*

**5. Identify educational and promotional needs**

When designing the recycling program, be sure to take advantage of educational opportunities for the students. Older students can assist the Central Coordinator or custodian with creating and distributing the school collection schedule. Younger children can make signs to identify recycling containers, or can take a "field trip" to the storage room to identify recyclable materials.

Another major element of designing the program is monitoring the quality of the materials collected; the cleaner the product, the greater the benefit. The recyclables should be considered "products" made by the school, and part of the school's production process must be quality control. When diagramming the flow of materials, be sure to consider who will monitor materials; don't forget to include students. Students can check their classroom paper boxes for contamination and can monitor the collection of recyclables in the cafeteria. The more hands-on experience students gain from the recycling program, the more they will learn, and the greater the chances they will comply with program requirements.

When the program is ready for promotion, additional educational opportunities arise. Younger students can make posters announcing the program to the school, and older students can visit elementary schools to talk about recycling and the environment. Students of any age can create a simple recycling newsletter for their parents, and older students can write recycling articles for the school paper or district newsletter.

***Recycling can save money for your school, earn students school credit - and get them a job...***

*... This is what the students at Passaic County Technical & Vocational High School were able to achieve through their recycling efforts. At this school, students can recycle and receive school credit for their efforts. Students follow a custodial curriculum that requires them to participate actively in the school's recycling program.*

*In the first year of the program, students collected 39 tons of recyclables; in the second year over 80 tons were recovered; in the third year, over 100 tons were recovered. School officials estimate that between savings in hauling fees, tipping fees, and custodial time, the program is saving the school approximately $35,000/year.*

*Local businesses have become interested in the program as well. They appreciate the fact that the students are learning how to manage waste streams effectively. Some of the businesses have even made job offers to pending graduates.*

**D. INCORPORATING WASTE REDUCTION INTO PROGRAM DESIGN**

Waste reduction opportunities should be an integral part of any program design. During all phases of program development and ongoing program management, be on the alert to spot waste reduction opportunities - in other words, opportunities to eliminate waste before it is actually generated. These opportunities can include:

## CENTRAL COORDINATOR

**KEY ROLE:**

To assume responsibility for facilitating all aspects of program design and implementation; to be the central contact and point person for the program.

**LIST OF RESPONSIBILITIES:**

- Organize an implementing committee
- Conduct waste audits
- Design program at schools
- Facilitate implementation of program
- Ensure materials are monitored for quality control
- Track program recovery levels
- Reinforce program through continuing educational and promotional efforts
- Serve as point person for the program
- Explore ways to improve and/or expand programs

## CENTRAL COORDINATOR'S MASTER CHECKLIST

- Organize recycling implementing committee.
- With superintendent, meet with principals to discuss program logistics and develop preliminary timeline.
- Ask principals to alert custodians and food service workers about program and upcoming waste audit.
- Perform waste audits.
- Complete program design, including list of recyclables to be collected, container needs, and collection and storage requirements.
- Confirm that school officials and hauler have determined frequency of pickup and type of storage containers for each school.
- Identify educational and promotional needs and set program kickoff date
- Communicate information about program to all principals, school personnel, PTAs and other groups.
- Meet with student environmental dubs and/or other appropriate personnel to discuss potential kickoff events and other educational projects.
- Contact school district newsletter editor to discuss an article on program. (NOTE: A series of articles can trace the program from planning through implementation, related student projects, and long-term results of program.)
- Remind hauler of kickoff date and double-check collection schedule.
- Assure that all collection boxes within the school are in place, signs and posters are mounted, and student/teacher monitors understand their roles.
- Ask that teachers discuss recycling and environmental issues with classes to give students background on why recycling is important.
- Ask teachers to send letters home to parents about new recycling program.
- Contact local media about attending kickoff events. Be sure to include specifics such as times, addresses for all locations, and lists of invited guests.

- Coordinate school assembly or other event to kickoff the new recycling program.
- Create poster for use throughout district.
- Create exhibit for display case.
- Disseminate announcement via school radio/Cable TV and electronic bulletin board.

## SUPERINTENDENT

**KEY ROLE**:

Provide support for the program at the administrative level. Work closely with Central Coordinator to communicate with school principals the importance of their involvement in planning and monitoring the program. Serve as a central link for gathering and disseminating information among the schools and to the community.

**LIST OF RESPONSIBILITIES**

- Meet with Central Coordinator to introduce program to school principals.
- Speak in support of school recycling program **at** appropriate kick-off events.
- Offer to serve as contact for local media if needed during kick-off events.
- Help motivate staff and students to participate in program.
- Disseminate information as program progresses.

## BUSINESS ADMINISTRATOR

**KEY ROLE:**

Act as Central Coordinator, or work with that person in negotiations with school waste hauler. Help establish budget for collection containers and promotional efforts.

**LIST OF RESPONSIBILITIES**

- Review data compiled from waste audits to obtain overall volume estimates for each recyclable material.
- Include request for recycling service in next hauling bid (remember to be specific), or re-negotiate contract with current hauler to include recyclables.
- If outdoor storage containers will be provided by the hauler, work with school facility managers and custodians to be sure each school receives the proper size. Also make sure all containers arrive in time for the program kickoff.
- Review staff job descriptions to assure that recycling requirements are incorporated.
- Be available for feedback from schools once recycling program begins. Adjustments in storage containers or frequency of pick-ups may be necessary at some locations.
- Establish central data collection system to record tonnages diverted.
- Report annual tonnages recycled to local recycling officials, or be sure that the recycling hauler does and sends the school district copies of tonnage reports.

## BUSINESS ADMINISTRATOR'S CHECKLIST

- With the assistance of the Central Coordinator, compile waste audit information and determine the overall school district recycling needs.
- Include list of desired recyclables and volume estimates in the next hauling bid, or discuss needs with current hauler.
- Monitor the delivery of any outdoor storage equipment provided by the hauler.
- Purchase any recycling containers needed.
- Check with schools once program begins to be sure new recycling service meets the needs of each school.

## BOARD OF EDUCATION PRESIDENT

**KEY ROLE:**

Stay up-to-date on school district's recycling plans, and provide any assistance possible.

**LIST OF RESPONSIBILITIES**

- Update school board members of program status.
- Assist school in obtaining corporate sponsors for the recycling program; offer to write or call local business contacts to spread the word about the school district's recycling efforts.
- Speak at kickoff events

## PRINCIPAL

**KEY ROLE:**

Generate enthusiasm and support for the new recycling program within the school. Act as the Central Coordinator, or work closely with that person to communicate the school's recycling needs and to disseminate information.

**LIST OF RESPONSIBILITIES**

- With the Central Coordinator select a start-up date for the new recycling program.
- Cooperate in a waste audit to assess the school's recycling needs.
- Organize a school recycling team of students, teachers, custodians and food service workers to facilitate the logistics of setting up the program.
- Keep the school's program visible: arrange for a school-wide assembly on the kickoff day; set recycling goals for students and offer incentives (such as free ice cream) if the goals are met; make recycling a recurrent school theme (through assembly programs, reminders about the program on morning announcements, and local field trips to recycling centers or landfills).

**BUILDINGS AND GROUNDS**
**SUPERVISOR/HEAD CUSTODIAN**

**KEY ROLE:**

Assist with implementing and maintaining the new recycling program, and serve as school contact for discussions with the waste hauler.

**LIST OF RESPONSIBILITIES:**

- Cooperate with the Central Coordinator, principal and other school personnel to conduct a school waste audit.
- Help determine size and quantity of recycling containers needed in classrooms and cafeterias.
- Work out a schedule for the school's internal flow of recyclables based on the waste hauler's collection schedule. If students will be assisting in collection of materials from classrooms, note students of collection routine. For example, if the hauler collects mixed paper on Thursday, be sure that all classrooms deliver their paper to the central collection point ahead of time. Work with students to create and post collection assignments.
- Familiarize yourself with hauler's expectations and standards for recyclables.
- Place recyclables into proper storage containers.
- Provide the final quality control check for the school's recyclable products. If recyclables are particularly contaminated, notify the Central Coordinator.
- Monitor program logistics such as the size of outdoor storage units and frequency of pick-ups by the waste hauler.

**BUILDINGS AND GROUNDS**
**SUPERVISOR/HEAD CUSTODIAN'S CHECKLIST**

- Assist with the school's waste audit.
- Work with other key personnel to determine the size and quantity of recycling containers needed throughout the school.
- Obtain a recycling pick-up schedule from the district's hauler.
- With the Central Coordinator create and distribute a school collection schedule for all recyclables.
- Provide ongoing quality control for all recyclables by monitoring collection bins.
- Ensure recyclables are prepared properly (e.g., newspapers bundled and tied, etc.)
- Report any problems with the size of storage containers or frequency of pick-ups by the hauler to the business administrator or Central Coordinator.

## CAFETERIA STAFF SUPERVISOR

**KEY ROLE:**

Facilitate the collection of recyclables from the kitchen and lunchroom.

**LIST OF RESPONSIBILITIES:**

- Provide information on recyclables found in the kitchen and cafeteria for the school's waste audit.
- Help determine the placement and number of recycling stations necessary in the kitchen and cafeteria. For example, if garbage cans are available at each end of the cafeteria, recycling stations should be placed nearby.
- Educate kitchen workers about the program's requirements; enlist their cooperation.
- If kitchen workers-act as cafeteria monitors, make sure they understand contamination issues and monitor students' placement of recyclables in bins.

## CAFETERIA STAFF SUPERVISOR'S CHECKLIST

- Provide a list of recyclables and volume estimates to the school's waste audit coordinator.
- Assist with the layout of recycling stations in the cafeteria.
- Instruct staff on how to participate in the program in the kitchen and how to monitor students in the cafeteria (if applicable).

## TEACHERS

**KEY ROLE:**

Educate students about the environment. In addition, foster enthusiasm for the program by giving students positive feedback about their recycling efforts.

**LIST OF RESPONSIBILITIES:**

- If the school does not have an environmental club, form one. Give the club members a special title (such as the "Green Team") and invite students to actively plan and support the recycling program.
- Organize the environmental club into a team of student monitors. The club can check paper collected in the classrooms and monitor recycling in the cafeterias. If necessary, the club can organize a rotating schedule of classrooms to assist with program monitoring.
- Use available recycling projects and curricula to educate students about the environment. Be sure to emphasize that a daily recycling effort by students can add up to a significant savings in landfill space in just one school year.
- In elementary schools, involve students in promoting the recycling program by making posters for the classroom, hallways or cafeteria. Challenge other classes to a paper collection contest.
- Keep parents informed about the school's program via school newsletters, cafeteria menu or letters sent home with students.
- If teachers have cafeteria duty, monitor students and bins to prevent potential contamination.
- Use recycling as a fun, educational opportunity (e.g., in math, record weight of the collected materials).

## TEACHERS' CHECKLIST

- Form a student environmental club or support the efforts of an existing club by encouraging students to join.
- Get your students involved in the monitoring of the recycling program.
- Have your students make posters, visit younger students to discuss recycling, or promote the new program in other ways.
- Educate students about the environment (especially during week of program start-up).
- Send letter home to parents describing the new recycling program.
- Monitor students' participation and quality of recyclables in the classroom and cafeteria.

## STUDENTS

**KEY ROLE:**

Get involved in the recycling program as much as possible by source separating materials, monitoring materials for contaminants, promoting the program, and spreading the word about your school's environmental effort.

**LIST OF RESPONSIBILITIES:**

- Become part of the school's recycling team by forming or joining a school environmental club, or working with administrators to implement the program at your school.
- Set up a student monitoring schedule to be sure classroom and cafeteria recycling bins **are** not being contaminated with garbage.
- Volunteer to talk about the recycling program on the school morning announcements.
- Keep other students enthusiastic about recycling through a school poster contest, classroom challenges, or articles in the school newspaper.

## STUDENTS'CHECKLIST

- Join the school environmental club. If the school doesn't have a club, form one.
- Assist in collection of materials from classroom, where appropriate.
- Set up a student monitoring schedule for all recyclables collected in class rooms and cafeterias.
- Promote the new recycling program:
  - Design a school recycling mascot.
  - Create a recycling information and display board.
  - Challenge other classrooms to collection and quality control contests.
  - Hold a school poster contest.
  - Write articles about the importance of recycling for the school newspaper or district newsletter.
- Tell your parents about the recycling program.

## PHASE TWO: IMPLEMENTING THE PROGRAM

### A. LOGISTICS

#### Equipment

The first step in the implementation phase is acquiring all necessary equipment for the collection of recyclables. By referring to the lift-out sections, the Central Coordinator can remind other key personnel of their specific responsibilities in this regard.

Refer to your completed Appendix D "Program Design Worksheet" to determine what equipment will be necessary (look under the "how collected" and "where stored" columns). The Central Coordinator should review this list and make specific recommendations. In some cases, school officials will have suggestions on the best way to obtain containers. For instance, cardboard boxes can be used for collection of paper in classrooms and offices. Local recycling coordinators may also suggest sources for containers.

Some equipment, such as outdoor dumpsters for commingled containers, will be provided by the hauling company. The business administrator and custodial supervisor will have to work closely with the hauler to ensure this equipment is the right size, and that it arrives in time for the program kickoff.

#### Collection

For each recyclable targeted for collection, equipment (indoor and outdoor containers) must be acquired and a collection schedule must be prepared. Refer to the map you developed during the recycling program design phase to ensure that all your collection needs are being met; see Hot Tip, page 15.

For instance, during the program design phase, students may have been assigned the responsibility of delivering the paper collected in their classrooms to a central location within the school. If this is the case, make sure their responsibilities are clear and that a regular schedule is posted. Post collection schedules wherever the responsible parties convene, or on or near the bins themselves.

### B. EDUCATION

An educational campaign is comprised of two components; initial training and ongoing promotion. Training instructs participants on the hows and whys of the program; why recycling is important and how they participate. The second component is promotion. Once participants understand why to recycle, they need to be shown where to do it and how recyclables must be prepared. Signs, posters, etc., keep the program alive by serving as constant reminders to participants.

**Hot Tip: Recommended training and Promotional Tools**

- Posters designating locations of recycling containers
- Signs on recycling containers describing what is acceptable and what is unacceptable
- A one-page fact sheet stat34ing the environmental benefits of the program for distribution to teachers , food service staff and custodians (see Appendix A)
- Environmental facts sheet (see Appendix B)
- Environmental curricula and classroom exercises
- Loudspeaker announcement (see Appendix F)
- Cafeteria announcement (see Appendix G)

**Training**

When educating students about the new recycling program, it is helpful to give them some background on recycling and the environment. Students are curious, and they will respond better to new procedures in classrooms and cafeterias if they understand why recycling is important.

Before the school kicks off the program, teachers should introduce recycling curricula and classroom exercises to their students. Local municipal and county recycling coordinators are great sources for environmental projects and activities. Recycling curricula also are available from a variety of sources, some of which are free. In addition, some recycling companies offer free materials, such as posters, stickers, etc..

Once students have a background in environmental issues, they will need to know how their particular school recycling program works. Announcements over the public address system, reinforced by the teachers in the classroom and cafeteria, are good methods for explaining the program. See appendices F and G for sample announcements.

**Promotion**

Once the program is introduced, the most effective method for maintaining it is keeping eye-catching signs attached to or posted next to all receptacles. Proper signs not only identify the containers, they promote participation and continually remind students about the recycling program.

Promotion can take other forms as well. Students can make posters to advertise the program throughout the school, write articles for the school paper, create recycling display boards for the hallways, organize a school recycling fair, or visit younger students to explain the new recycling procedures.

Be sure that signs on or above containers include information about what is acceptable in that container and what is not. For instance, in the classroom and office paper containers, spell out what types of paper are acceptable in the bin. The recycling market can supply you with a list of acceptable and unacceptable items.

If specific preparation of materials are required, be sure to post them. For instance, when recovering beverage containers (aluminum, plastic, glass or polycoated {i.e., milk cartons and drink boxes}) from cafeterias, be sure to post instructions notifying participants that the containers must be completely emptied before they are placed in the bin for recycling.

Hot Tip: The recyclables collected by the school are products; NOT TRASH

C. STUDENT INVOLVEMENT

If the school does not have an environmental club, the Central Coordinator or an interested teacher should form one. Initially, the club can promote poster or poetry contests with recycling themes, and can help organize the kickoff event. If the students are interested, the club also can get involved in recycling efforts in the community. In some cases, this environmental club may operate as a special Recycling Committee within student government.

Students who are too young to manage a school-wide club can create their own classroom recycling club with the help of their teacher. Special green stickers or awards can be given to students who help monitor the collection bins, or complete environmental projects or assignments. Even elementary classrooms can participate in projects such as planting trees or flowers on school grounds. Let the classroom recycling club suggest its own environmental ideas or activities.

The more recognition the environmental club gets, the longer the students' enthusiasm will last. Be sure to give the Club a name (such as the Green Team), and to create a charter stating what the club hopes to accomplish. Also, be sure to share the club's successes with the school district newsletter and local media.

Hot Tip: Potential Student Activities

- Poster contests
- Essay contests
- Trash Sculpture contests
- Produce a recycling video
- Developmental kickoff assembly or even
- Formation of environmental clubs, "green teams" or recycling clubs
- Worm bins for food waste
- Recycling fairs
- School, classroom or grade recycling competitions
- Tree-planting events in the community
- Field trips to local recycling centers and/or landfills
- Fundraisers selling recycled products

## D. COMMUNITY INVOLVEMENT

Students will benefit if the community supports their recycling efforts. An excellent link between students and the community is the school's parent-teacher organization. The Central Coordinator should be sure parent groups are kept up to date on the recycling program. These organizations may be able to obtain supplies for the program, offer awards for contests, and contact local businesses about supporting the school's recycling program.

Local businesses and schools can form lasting partnerships that benefit everyone involved. Either through the PTA or letters from the Central Coordinator or Board of Education President, local businesses can be contacted about becoming corporate sponsors of the school recycling program. Sponsorship can involve anything ~~from T-shirts donated by a local sportswear store,~~ to a field trip offered by a local recycling center. The businesses benefit from the opportunity to interact with students and from the positive public relations generated throughout the community.

*Students as program designers, implementers, and trainers*

*In the Atlantic City school district, a group of high school seniors organized a district-wide program to recover polystyrene trays and cups from the cafeterias. As a result of their efforts, eight schools have been recycling the material for three years, and the school district has been able to reduce the number of garbage pick-ups it requires. Before deciding to recycle the polystyrene trays, the students analyzed other options, including switching to washable dishes and trays or ~~converting~~ to paper. Their analysis led them to believe that polystyrene recycling was their best option.*

*At that point, the students met with the Superintendent and the County Recycling Coordinator. At the meeting, they were able to work out an arrangement with the Atlantic County Utilities Authority to collect and bale the recovered polystyrene. Then, at each participating school, the students talked to food service workers and custodians about their role in the new program and helped train other students on how to participate in the program.*

## E. KICKOFF EVENT

The school's kickoff event introduces the new recycling procedures and sets the tone for the recycling program. The event should be both informative and fun. If students are expected to participate in the recycling program, they should participate in the kickoff event as well. In fact, the best events often are those run by students.

The Central Coordinator or another representative from the recycling team can introduce the kickoff event and briefly review the new recycling procedures, but students should be involved as much as possible. Elementary students can be invited on stage with winning poster contest entries, or each classroom can present a brief recycling skit. In middle schools, a recycling rap contest can be held on stage, or the environmental club can make a presentation. Even high school students can get involved. The student council can sponsor the kickoff event and invite other groups, such as the

drama club, choir, and literary club to make recycling presentations. The event can end with a recycling rally led by the school cheerleaders.

Kickoff events are not limited to an assembly program. Students can fill the kickoff day with environmental activities, including school beautification projects, and classroom experiments or activities. Students can begin the recycling program with collection challenges to other classrooms or grade levels. For instance the fifth-graders can challenge the sixth-graders to see who can collect more paper in their classroom recycling bins. Students also might choose kickoff day to initiate community projects, such as adopting an animal, or picking up litter in a nearby park, on the school grounds, or in their neighborhood.

## PHASE THREE: MAINTAINING AND ENHANCING THE PROGRAM

### A. PROGRAM MONITORING AND QUALITY CONTROL

Unless the recyclables generated by a school are in a marketable condition, the program will die in the school's collection bins. The Central Coordinator must work with all other key personnel to keep the program running smoothly. The recyclables collected must be seen as products generated by the school, not just another form of trash. Be sure to emphasize this point with students and staff.

The key to quality control is establishing a regular routine for monitoring all recyclables. In some cases, students can be assigned the responsibility of monitoring certain collection bins. The monitors can volunteer each week, be selected from the environmental club, or be appointed by each classroom teacher.

Regardless of how they are selected, these students should know how to spot contaminants in the recyclables under their care. In the case of paper collection, for instance, monitors should know which papers belong in the recycling bins and which are considered contaminants. Monitors should screen the recycling bins before collection day and remove all contaminants.

Even recyclables collected by custodians should be monitored by them. Whoever empties the recycling bins must be trained to know when the recyclables are acceptable and when they should be rejected as trash. If the custodian notices contaminants in a recycling bin, she/he must either clean out the contaminants, throw the contaminated recyclables in the garbage, or leave the recyclables behind with a notice stating why the bin is unacceptable. The custodian also should notify the Central Coordinator about the problem.

A "Recyclables Not Acceptable" card can be created by the school. This card should be left behind whenever recyclables in a classroom, office or teachers' lounge are unacceptable. A sample notice is provided in Appendix J. Don't underestimate the power of positive feedback. Also, develop a thank you card to recognize good habits. A sample notice can again be found in Appendix J.

When contamination occurs in materials generated in the cafeterias, kitchen workers should be notified to be more careful, and students should have the recycling message reinforced through loudspeaker announcements and onsite monitors.

The Central Coordinator should consider visiting each school periodically, not only to answer questions and to provide progress reports, but also to spot-check for contaminants. Even the most carefully planned and implemented program can fall apart ff quality control is not maintained.

**B. REINFORCEMENT**

Reinforcement - that is, maintaining a high level of commitment and excellence for the program - is critical, and the key to achieving it can be summed up as "excitement." If the students remain excited about the program, they will continue to handle their recyclables properly.

Competitions often are the best method for motivating students and adults alike. School-wide poster, poetry, recycling rap songs or earth-friendly invention competitions can renew lost enthusiasm. Even tracking the amount of recyclables collected by each classroom can become a competition. The classrooms with the highest volume or best quality material could earn points toward prizes or field trips awarded at the end of the year. Publicize the results.

Rewards don't have to be expensive. Naming winners or outstanding volunteers on the school public address system is a simple way to recognize students. Other methods include certificates of achievement, photos in the school newspaper, a Hall of Fame where pictures and names are prominently displayed, or the chance to be principal for a day. Local businesses acting as corporate sponsors of the program may be willing to provide additional prizes.

Another form of reinforcement for everyone involved in the program is local media attention. Publicity for the program not only rewards the school's recycling efforts; it spreads goodwill between the school and community. The Central Coordinator or other key personnel should be sure to invite newspapers, radio stations, and local television news crews to any kickoff events held at the schools. The Central Coordinator, superintendent, school board president, waste hauler, students, or anyone else involved with the program should card be made available for media interviews at all events. The local media also may be interested in ongoing events such as recycling contest winners and school environmental fairs.

All key personnel will be devoting a great deal of time and energy to implementing and maintaining the new recycling program. Don't forget to recognize each one. Superintendents and principals can circulate memos noting outstanding efforts, and anyone can offer encouragement or thanks at staff meetings. Try to be aware of special contributions to the recycling program, and be sure the people behind these contributions receive the recognition they deserve.

**C. TRACKING**

All good recycling programs are dynamic and flexible operations. Regardless of the amount of careful planning beforehand, the program will need a little fine-tuning once it gets underway. To facilitate communication about the recycling program, the Central Coordinator and all other key personnel should plan periodic meetings. At these meetings, successes and problems can be shared, and everyone can brainstorm for solutions. When appropriate, student groups can attend these meetings to offer their input and to learn more about what happens behind the scenes of the recycling program.

Part of tracking the new recycling program is maintaining reliable records on the program. These records should include tonnage estimates of all the recyclables collected as well as financial benefits of the program, when available. Good records will not only help the school district plan for following years, they are essential so the school community will know what it has achieved and will seek to surpass its previous record.

In addition, this data will help the recycling team discuss its program with the local media, potential business sponsors, the school board, or other groups. Enlist the help of your waste hauler, if possible. Request regular reports of the amounts of materials picked up for recycling, as well as the amount of trash. If the waste hauler does not keep such records, estimates will have to be made.

## D. PROGRAMS FOR FUTURE CONSIDERATION

Once the recycling program is fine-tuned, and a monitoring schedule is implemented, staff and students will discover that recycling has become part of the school's regular routine. At this point, the Central Coordinator and other key personnel may want to explore other environmental projects.

### Recycling Outdoors

Locate recycling receptacles for empty beverage containers next to trash containers on the school grounds and ball fields/athletic fields. Make sure the recycling receptacles are well marked with regard to exactly which recyclables should be deposited in them; e.g. aluminum cans, glass bottles, steel cans, etc. The trash containers also must be well marked.

Be aware that outdoor containers are harder to monitor and are more likely to become contaminated, so be sure to educate the school population about these containers before implementation. You may want to have student volunteers monitoring the containers after school for a few weeks. Also notify the custodial staff about the contamination potential and the possible need to sort through the contents to remove the contaminants.

### Outside Organizations' Usage of School Facilities

Inform outside organizations which use the school facilities about their recycling responsibilities. These groups need to know the required recycling procedures to avoid contaminating your recycling containers and to make your program complete. See Appendix K for a sample letter to send these groups.

### Composting

One excellent project for schools is composting. Be aware, however, that an extensive organic recovery or composting effort may first require state approval. Be sure to contact your municipal or county recycling coordinator before pursuing this project.

Students often have scraps of food left over from their lunches, and most kitchens produce some leafy food waste. If the school has an area away from main buildings that can be designated a composting site, the project is easy to implement. Simply ask students to put

non-meat food waste in a special container (a large bucket or old garbage can) at lunchtime. Add scraps from the teachers' lounge and kitchen, mix in leaves, and grass clippings, and a composting program is underway. Limit the program to periodic collections to keep the pile manageable.

The student environmental club can help maintain the compost area by turning the pile periodically throughout the year. To keep students interested in the project, hold a "Green-Up" day once a year. On this day, students can use the compost to plant flowerbeds or young trees. Litter patrols and outdoor, earth-friendly art projects also can be included in the day's events. To help publicize the event, invite the media and local government representatives to join in the activities.

Other options for food waste include constructing worm bins, or contacting local pig farmers to see if they are interested in picking up the school's food waste.

*Finding creative solutions for food waste...*

*. . . That is what the student environmental club at the Mount Olive Middle School is doing. First, they built a greenhouse next to their school. At the greenhouse, they use 30% of the school's milk cartons for propagation purposes. And, they compost material to add to their potting soil.*

*But that's not all. The students also acquired a pig that they care for near the school grounds. The pig eats the food wastes from the cafeteria, helping to reduce the volume of the cafeteria waste by 50%.*

*The hard work of the student environmental club hasn't gone unnoticed. The student organization has won national school contests, local citizenship awards and has been featured in local newspaper articles.*

**"Closing the Loop"**

Another good environmental project involves buying recycled products. The school or school district must make the decision to purchase recycled goods whenever possible. Most people think of paper as an example of a recycled product, and while there are numerous examples of recycled paper products - e.g., stationery, towels, tissues - there are a growing number of other recycled products available on the market. A short list includes plastic lumber and parking lot speed bumps, scissors and similar school supplies (with component parts made from recycled plastic), motor oil, playground equipment, laser toner cartridges, asphalt and pothole patching material, mulches and insulation.

Many communities and state organizations have organized procurement programs that the school may be able to join. Check with the county or municipal recycling coordinator to determine if any of these programs exist in the school's area. Also, contact ANJR for a copy of their "Guide to Recycled Materials" which contains a complete listing of vendors who sell products made from recycled materials.

**E. ANJR- NEW JERSEYS RECYCLING NETWORK**

One of the best ways to add excitement to an existing program, or to expand a program to include new materials, is to garner new ideas from other recycling professionals. Once you've implemented a program, your experiences will also be valuable to others. ANJR helps by facilitating a network among recycling professionals. Moreover, ANJR has many resources available to help you implement your program. Please be sure to fill out and return Appendix L, the Networking Bounce Back Card, to ANJR.

ANJR is a non-profit, non-partisan organization whose mission is to serve as the voice of recycling in New Jersey through education, advocacy, and the promotion of professional standards. ANJR sponsors and offers a wide variety of educational programs and resources to its members including periodic round tables, quarterly newsletters, video lending library, recycling market directory, annual recycling symposium, and computerized resource directory. For more information about ANJR and how to become a part of its recycling network, call or write:

Association of New Jersey Recyclers
120 Finderne Avenue
Bridgewater, NJ 08807
Phone: (908) 722-7575
Fax: (908) 722-8344

**APPENDIX A**

**WHY WE SHOULD RECYCLE**

- RECYCLING SAVES
  **Natural Resources**
  **Landfill Space**
  **Energy**
  **Produces Less Pollution**

- ECONOMICS

  AVOIDED DISPOSAL COSTS - every ton recycled is one less ton disposed at a transfer station, landfill or waste-to-energy **plant**

  RECYCLING STIMULATES JOB GROWTH
  New markets boost New Jersey's economy

- IT'S GOOD FOR OUR COMMUNITY, OUR FUTURE

  STUDENTS LEARN THE RECYCLING HABIT, which will carry over into their homes and on into adulthood

# APPENDIX B

## ENVIRONMENTAL FACTS

**Americans throw away**:

- enough bottles and jars every two weeks to fill the 1,350-foot twin towers of the New York World Trade Center
- enough aluminum in three months for the United States to rebuild its entire commercial ~~airfleet~~
- each year, the equivalent of a 12-foot high wall of office and writing paper that stretches from the New Jersey shore to California
- 2.5 million plastic bottles - every hour
- 31.6 million tons of yard waste (grass, brush, leaves) each year
- 2 billion disposable batteries, 350 million disposable lighters 1 ½ billion ballpoint pens, and 2 billion plastic razors each year
- 18 billion disposable diapers each year; laid end-to-end they could reach to the moon and back 7 times
- enough cars every 20 minutes to form a stack as high as the Empire State Building
- enough garbage to fill the New Orleans Superdome every 12 hours
- 43,000 tons of food every day; this is equal to the weight of 50,000 compact cars

**More Facts:**

**TREES:** It takes 17 trees and 16,320 kilowatt hours (kwh) to make 1 ton of paper compared to 5,919 kwh to make 1 ton of recycled paper- that's an energy savings of 64%.

**ENERGY:** Every can made from recycled aluminum uses 95% less energy than making a can from the raw material bauxite; that's enough energy to run a TV set for 3 hours.

**AIR POLLUTION:** 74% less air pollution is produced from the manufacture of recycled paper compared to paper made from raw wood pulp.

**WATER POLLUTION AND CONSUMPTION:** 35% less water pollution is produced when making recycled paper, and 58% less water is used when making paper from recycled paper instead of virgin pulp.

Americans improperly dispose approximately 220 million gallons of used motor oil every year; that's 20 times the amount of crude oil the Exxon Valdez tanker spilled in Alaska. One gallon of motor oil improperly disposed has the potential of contaminating 1 million gallons of drinking water; that's a year's supply of water for 50 people.

**GARBAGE:** Disposal of trash is the nation's third largest domestic expenditure. Americans spend $6 BILLION annually to collect and dispose of their garbage. Nearly $1 of every $11 Americans spend at the grocery store goes for packaging - most of which is thrown away. Each one of us throws out an average of 4 pounds of garbage a day; that's about 1 1/2 tons of garbage a year.

**Statistical information taken from:**


- U.S. Environmental Protection Agency's recycling curriculum "Let's Reduce and Reuse."
- National Wildlife Federation's, "Earth Day Every Day" Poster.
- "50 Simple Things You Can Do to Save the Earth," published by The Earth Works Group.

# APPENDIX C

## WASTE AUDIT WORKSHEET

**General Information**:

Date _____

Name of School_____

Number of Students _____

Grade levels _____

Name of Principal _____

Name of Head Custodian _____

Number of Custodians_____

Name of Food Service Director _____

Is there ~~a student~~ environmental club? Yes _____ No _____

If yes, name of teacher advisor _____

Map of the school Yes _____ No _____

## Steps One and Two: Inventory Materials/Tour Facilities

List the types of materials typically generated at the school and their common points of generation within the school. When possible, note their generation estimates (some of this information can be supplied by officials responsible for purchasing materials):

| Type of Material | Point of Generation | Est. Volume |
|---|---|---|

**Paper**

white ledger
- computer paper
- white paper
- copy paper
- lined paper
- letterhead

mixed
- carbonless paper
- colored paper
- file folders
- fax paper
- envelopes

construction paper

newspaper

magazines

corrugated cardboard

waxed cardboard

paper towels/napkins

books (hard cover)

books (soft cover)

boxboard (stationery and cereal boxes)

cups/plates, etc.

polycoated beverage cartons

(milk cartons/drink boxes)

other

| Type of Material | Point of Generation | Est. Volume |
|---|---|---|
| **Glass Bottles and jars** | | |
| Clear | | |
| Green | | |
| Brown | | |
| **Metal** | | |
| Steel food & beverage cans | | |
| Aluminum cans | | |
| **Plastic*** | | |
| (#l) PETE (soda and beverage bottles) | | |
| (#2) HDPE rigid (milk and water jugs) | | |
| HDPE film (bags) | | |
| (#3) PVC | | |
| (#4) LDPE - rigid | | |
| LDPE - film | | |
| (#5) PP | | |
| (#6) PS (polystyrene food trays, cups, silverware & coffee cups) | | |
| (#7) Other | | |

*** Numbers refer to industry codes that generally appear on bottom of containers and some bags. Your local recycling vendor can help determine which types of plastics are acceptable.**

| Type of Material | Point of Generation | Est. Volume |
|---|---|---|
| **Organics** | | |
| Food Wastes | | |
| Leaves/Yard Wastes (e.g., brush and grass; the latter can easily be recycled by leaving it on the lawn) | | |
| **Textiles** | | |
| **Wood** | | |
| **Motor Oil** | | |
| **Other** | | |

**Recommendations:**

List of materials to be targeted for recycling: _____

_____

_____

_____

_____

List of collection areas within school and the corresponding (indoor) container needs:

| Location | Material | Container Type |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

## Step Three: Existing Waste/Recycling Operations

Is there any existing recycling activity? Yes _____ No _____

Describe: _____

_____

_____

Describe current collection routine for waste from throughout school.

_____

_____

_____

How is waste handled from the kitchen and cafeteria?

_____

_____

_____

Current Hauling Arrangements

-number/type(s)/size of containers _____

-number of pickups/frequency _____

Existing storage capacity _____

_____

_____

_____

What are the custodian's thoughts on how to best integrate the collection of recyclables into existing handling routines?

_____

_____

_____

_____

## Step Four: Existing Arrangements with Hauler

Name of School's Waste Hauler _____

How much weight/volume is currently generated by the school? _____

_____

_____

What types of recyclable materials can the waste hauler handle?

_____

_____

What would be the waste hauler's recommendation regarding the collection of recyclable materials from the schools (e.g., container needs, pick-up schedule, etc.)?

_____

_____

_____

What would be the impact of the recycling program on existing operations (e.g., could the number of pick-ups be reduced; could the size of the container designated for trash be reduced)?

_____

_____

What types of containers can be supplied by the waste hauler? What are their associated costs?

_____

_____

_____

_____

If the existing hauler is not interested in handling these materials, what are some of the alternatives (e.g., other haulers, recyclers, municipal drop-off, etc.)?

_____

_____

_____

_____

## APPENDIX D

### Program Design Worksheet

**School** _____ **School Year** _____

| MATERIAL | POINT OF GENERATION | WHO SOURCE SEPARATES | HOW COLLECTED (& BY WHOM) | WHERE STORED | SCHEDULED PICKUP |
|---|---|---|---|---|---|
| | | | | | |

# APPENDIX E

## PROGRAM COSTS/BENEFITS

Understanding the costs and benefits associated with the program will be central to the program's long-term stability. The importance of putting together an economically viable program cannot be overstated. A program that is not on sound economic footing may be eliminated at a future date. And, while school programs, for the most part, are economical, there can be costs associated with storage and collection of separated materials, depending on local markets for materials and waste haulers.

The economic benefits of a recycling program are most often realized through cost avoidance; these savings can be realized if the recycling program results in:

- less garbage requiring disposal, resulting in fewer pick-ups by the waste hauler;
- less garbage, requiring a smaller dumpster for trash, resulting in reduced collection and container rental costs.

In most instances, a school should not expect to be paid for its materials. One exception to this rule may be those schools that generate large volumes of aluminum cans. Because of the high market value of aluminum, a school may receive some remuneration for aluminum cans, even if that remuneration is in the form of offsetting other program costs.

However, in most instances, schools will not be generating materials of particularly high market value, nor will they be generating them in sufficient quantities to warrant remuneration. Typically, most schools will be separating for marketing to their recycling haulers such materials as newspaper, mixed paper, corrugated cardboard and commingled containers - materials of relatively low value.

Moreover, keep in mind that even though the amount of garbage the school will be generating will decrease, the recyclable materials still require collection and handling by a hauler. Generally, the costs associated with a recycling program for a hauler include:

- provision of storage containers to the schools
- pickup of materials from the schools
- handling of the recyclable materials after pickup (delivery to a recycling processing facility)

These activities result in genuine costs to a hauler, and schools should not expect them to be offered for free. Rather, the key is for the school to offset the costs associated with handling the recyclables by the corresponding reduction in garbage requiring disposal. This is why successful negotiations with haulers are critical. If a hauler is not cooperative or is not interested in handling the recyclables, it is within the school's jurisdiction to negotiate with another hauler upon expiration of the existing contract, and/or to contract out the recyclables separately from the trash.

Typically, the costs incurred in a recycling program for the school district include:

- storage containers (both indoor and outdoor - it is likely that existing containers and/or cardboard boxes can be utilized for indoor containers; the waste hauler will generally supply outdoor containers)
- collection of recyclables
- educational and promotional materials (signs, posters, etc. - these may be donated by recycling companies, made by students, or may be available from municipal or county recycling coordinators.)

Below are formulas to use when determining associated costs and benefits of the recycling program.

1. Savings in Avoided Disposal Fees

Find out what the tipping fee per ton of trash is at your school's disposal facility. Estimate how many tons of trash the recycling program is going to eliminate; then calculate how much in tipping fees the program will save.

Formula:
Tipping Fee Estimate of tons to be recycled annually =
Savings to School in Avoided Disposal Fees

2. Savings in Collection Fees (where applicable)

If the program results in a reduction of the number of pickups by the waste hauler (e.g., three day a week pickup of trash to twice a week pickup of trash), calculate what that savings is to the school. In most instances, you will be dependent on the waste hauler for this information, and it may not be forthcoming unless specifically required in the RFP or contract, or unless your hauling contract is based on a charge per pickup. If that is the case, you can use this formula:

Formula:
(Charge per Pickup x Current # of Pickups per Week for Trash) (Charge per Pickup x Anticipated # of Pickups for Trash after Recycling Starts) = Savings in Collection Fees

3. Overall Costs/Benefits to School

Calculate the overall costs/benefits to the school by subtracting the costs of operating the program from the savings in collection and disposal fees.

Formula:
(Savings in Collection Costs for Trash + Savings in Avoided Disposal Tipping Fees) - Recycling Service Costs = Overall Cost/Benefit to School

# APPENDIX F

## SAMPLE LOUDSPEAKER ANNOUNCEMENT

Students, faculty, and staff; today we will be starting (or expanding our) a comprehensive recycling program. Please look for the new recycling containers located (list locations of containers).

We will no longer be throwing everything away.

In the classrooms, you will be recycling (list all classroom recyclables).

In the cafeteria, you will be recycling (list all cafeteria recyclables).

Recycling is important to all of us.

Each one of us can make a difference. Every time we recycle just one piece of paper or one aluminum can, we are helping to conserve the earth's natural resources.

So please, do your part. If you have any questions or suggestions, ask your teacher (or a member of the student environmental club.)

Thank you for your help, and have a green day!

# APPENDIX G

## SAMPLE CAFETERIA ANNOUNCEMENT

ATTENTION STUDENTS:

Today we will be starting a new recycling program in the cafeteria. Please note the recycling containers next to all the garbage cans.

The following materials will no longer be thrown away: (list recyclables). Instead they will be separated so they can be recycled.

(Name of student volunteer) will be demonstrating what to do when you are finished with your lunch.

(Have student demonstrate correct procedure for each recyclable while speaker explains what to do with such things as leftover soda or food on polystyrene trays.)

If you have any questions, please ask (name of adult cafeteria contact) for help. Everyone is responsible for making the recycling program work.

We can all make a difference!

Thanks for helping, and keep thinking "green".

# APPENDIX H

## SAMPLE LETTER TO PARENTS

TO: All parents

FROM: _____School Recycling Committee

DATE: _____

RE: Kickoff of new school recycling program

Beginning (kickoff date), your child will be participating in (name of school's) new recycling program. Our school will be recycling a variety of materials, and we are pleased to announce our comprehensive program.

We are especially excited about this hands-on learning experience for our students. Recycling every day at school will reinforce the recycling habit which they have already acquired at home, and hopefully, it win become permanent behavior for them. Recycling also should help us to reduce our solid waste and, subsequently, keep the district's garbage costs from rising as quickly as they might otherwise.

Several materials will be collected and recycled. These include:_____, _____, _____, _____, and _____.

In addition to special classroom activities, we have scheduled a school-wide kickoff assembly on (date) . You are welcome to attend this special environmental assembly.

We hope you share our "green"' commitment, and we welcome your ideas and comments. If you have any questions, please don't hesitate to contact me.

# APPPENDIX I

## SAMPLE PRESS RELEASE

FOR IMMEDIATE RELEASE:
(date of kick-off)

Contact:
(Central Coordinator's name)
(Coordinator's phone number)

(SCHOOL NAME)
KICKS OFF NEW SCHOOL RECYCLING PROGRAM

(CITY NAME) - The (name) school district took a crucial step today in its efforts to make our earth a "greener" place to live. The school district announced a new comprehensive recycling program that will include a variety of recyclable materials.

The program covers materials found in offices, classrooms and cafeterias including the following: (list all recyclables to be collected).

"Through the program, students and staff will be removing all of these materials from the waste stream," explained (school district administrator). "At the same time, the students will be learning valuable lessons about protecting the environment as they get hands-on recycling experience right in their classrooms and cafeterias."

A team of key personnel, including principals, teachers, custodians, food service staff and students, organized and implemented the new program. Student volunteers will be responsible for monitoring and program quality control.

"We think it's important to start now in order to conserve resources," said (student name), of the (school name) environmental club. "If we don't act now, we won't have a very healthy environment by the time we're adults. It's up to today's kids to make a difference."

ALL recyclables will be collected at the schools by (hauler name) and delivered to (recycling center) for processing. From there, the recyclables win be sold to various markets where they will be made into new products.

Some area businesses have offered to become corporate sponsors of the new program, providing students with (supplies provided) to help with their recycling efforts. These generous businesses include (list all corporate sponsors).

APPENDIX I

"THANK YOU" NOTICE

THANKS FOR MAKING THE RECYCLING
PROGRAM A SUCCESS!!

YOUR RECYCLABLES ARE CLEAN AND WELL SORTED.
YOU'VE MADE OUR JOB EASEER,
AND TIU RECYCLING
PROGRAM POSSIBLE.

*THE CUSTODIAL STAFF*

**"RECYCLABLES NOT ACCEPTABLE" NOTICE**

**SORRY**, BUT WE COULD NOT ACCEPT YOUR GARBAGE/RECYCLABLES FOR THE FOLT-OWING REASON(S):

___ THE PAPER WAS CONTAMINATED; PLEASE DO NOT DISPOSE OF COFFEE GROUNDS, NAPKNS, FOOD, ETC. IN RECYCLING BIN.

___ THE PAPER WAS NOT PROPERLY SORTED; REFER TO SORTING GUIDE FOR FURTHER INSTRUCTIONS.

___ THE BEVERAGE /FOOD CONTAINERS WERE NOT EMPTTED; PLEASE EMITTY AND RINSE PRIOR TO DISPOSAL.

___ THERE WERE RECYCLABLES MIXED IN WITH YOUR GARBAGE.

# APPENDIX K

## SAMPLE LETTER TO OUTSIDE ORGANIZATIONS USING SCHOOL FACILITIES

**TO:**

**FROM:** (Name of School) Recycling Committee

**DATE:**

**RE:** Your Responsibilities Regarding (Name of School) Recycling Program

(Name of School) keeps the following material separate from the regular trash for recycling purposes: (List the recyclables).

Please cooperate by depositing recyclables in the designated recycling receptacles which are located both inside the school buildings and outside on the school grounds. The school is attempting to reinforce the recycling routine which most citizens are already following in their homes, and at the same time is trying to control the costs of trash disposal.

Thank you for insuring your organization's compliance with the school's recycling requirements. If you have any questions please call (Central Coordinator's name and phone number).

# APPENDIX L

## NETWORKING BOUNCE BACK CARD

School district (or private/parochial school) name: _____

_____

_____

How many schools are included in the program?

Elementary _____ Middle School _____ High School _____

How many students are included? _____

Name of Recycling Hauler: _____

_____

_____

Please list the recyclables that are included in the program:

_____

_____

_____

Central Coordinator (Name and Title): _____

_____

Address:

Phone:

Comments:

Please return this form to:

Association of New Jersey Recyclers
120 Finderne Avenue
Bridgewater, NJ 08807
(908) 722-7575

# Appendix C7: Borough of Rockaway Recycling News

SAVE FOR FUTURE REFERENCE

Borough of Rockaway

# THE RECYCLING NEWS

ONE EAST MAIN STREET • ROCKAWAY, NJ 07866 • 973-627-2000 2024 EDITION

## 2024 GARBAGE AND RECYCLING SCHEDULE PG. 2 - 3


## CONTACT AND SOCIAL MEDIA INFORMATION PG. 15

FOR MORE INFORMATION VISIT: ROCKAWAYBOROUGH.ORG OR MCMUA.COM/TOWNS.ASP (Click Town)

*NO ON-STREET PARKING WHEN ROAD IS ICE OR SNOW COVERED*

# GARBAGE PICK-UP SCHEDULES

## GARBAGE COLLECTION ROUTE A GARBAGE IS COLLECTED ON THURSDAYS. ROUTE B GARBAGE IS COLLECTED ON FRIDAYS. (SEE BELOW FOR ROUTES.)

**To avoid missing pick-up, please put containers out at the curb line the night before.** A maximum of three (3) 32-gallon containers per week per household will be collected. **Each container should have handles, be covered with a lid, and weigh no more than 50 pounds. In addition, 3 bulky items, such as furniture, will be picked up weekly with garbage.**
**When garbage collection falls on a holiday (New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day or Christmas Day), garbage will be typically be picked up the following day, but please check https://www.bluediamonddisposal.com or the Recycle Coach app for updates.*

## BULK ITEM COLLECTION

Three bulk items are allowed and will be picked up each week with your garbage. A chair, couch or table, for example, can be put out with the regular garbage. Carpet rolled and tied in a 4' length counts as one item. Three rolls of carpet count as three items. *Metal items should not go out as bulk items with regular garbage.*

## SCRAP METAL COLLECTION BY APPOINTMENT ONLY

Scrap metal items should be put at curbside the day before a scheduled pickup. **For example, metal folding chair should go out only on metal day, or be brought to the recycling center and placed in the scrap metal container.** Refrigerators, freezers and air conditioners must be certified Freon free or they will not be picked up. **Scrap metal will be picked up the last Wednesday of each month by appointment only. Please call Blue Diamond at 973-598-9800.** *OR bring your scrap metal to the scrap metal container at the Recycling Center. Also see page 3.*

## ROUTE A GARBAGE: THURSDAYS | RECYCLING & VEGETATIVE: SEE DATES ON PAGE 3

Adams Street
Addison Avenue
Andrea Drive
Arbor Avenue
Baker Street
Birchwood Road
Cedar Lane
Centennial Drive
Chester Avenue
Chestnut Terrace
Crestwood Road
David Drive
Dominic Drive
Duncan Lane
Easton Avenue
Elycroft Avenue East
Elycroft Avenue West
Farview Drive
Farview Road
Glenview Place
Harrison Avenue
Hemlock Road
Hickory Place
Highview Avenue
Hyland Avenue
Kelly Court
Lakeside Drive
Lawrence Drive
Lindbergh Lane
Longview Road
Mannino Drive
Marshall Avenue
McKinley Drive
Meadowview Avenue
Monroe Place
Mountain Road
Mt. Pleasant Avenue
Nichols Drive
Overlook Drive
Phillip Drive
Pleasant Place
Robert Street
Rose Lane
Route 46 from W. Main St. to Franklin Avenue
Spruce Street
Stephen Place
Swedes Mine Road
Sweetbriar Road
Sylvan Way
Valley View Road
W. Longview Road
W. Main St. from Lakeside Drive westerly to Route 46
Walnut Place
White Birch Drive
William Drive
Willow Avenue
Woodland Avenue

PLEASE
**RECYCLE CARDBOARD**
DO NOT USE BOXES AS GARBAGE CONTAINERS.

## ROUTE B GARBAGE: FRIDAYS | RECYCLING & VEGETATIVE: SEE DATES ON PAGE 3

Academy Street
Adler Court
Ann Street
Bank Street
Barnett Street
Beach Street
Broad Street
Brook Street
Burton Lane
Central Avenue
Chateau Gardens
Church Street
Cobb Street
Dock Street
Donna Drive
Douglas Road
Drake Avenue
E. Flagge Street
E. Main Street from Jackson Ave. easterly to Route 46
E. New Street
Elm Street
Franklin Avenue
Garden Avenue
George Street
Gill Avenue
Halsey Avenue
Hibernia Avenue
Highland Avenue
Hillside Avenue
Hill Street
Hoagland Avenue
Jackson Avenue
James Court
Jay Street
Jefferson Street
John Street
Keller Avenue
Kelsey Street
Laurelwood Drive
Liberty Place
Lincoln Avenue
Maple Avenue
Maplewood Drive
Marylin Drive
Mill Lane
Mott Place
Oak Street
Ogden Avenue
Orchard Street
Pine Street
Rockaway Avenue
Rockwood Drive
Rt. 46 from E. Main St. to Franklin Ave.
Seminole Avenue
Seward Street
Short Street
Stickle Avenue
Summit Street
Union Street
Van Duyne Avenue
W. Flagge Street
W. Lincoln Avenue
W. Main St. from Jackson Ave. to Lakeside Drive
W. New Street
Wall Street
White Meadow Ave
Woods Edge on Route 46
Woodside Avenue
Woodstone Road

# RECYCLING PICK-UP SCHEDULES

## RECYCLING COLLECTION EVERY OTHER TUESDAY

**Recycling must be at the curb by 6:00 am, however, we recommend placing recycling at the curb the night before to ensure pickup. Please see https://mcmua.com or the Recycle Coach App for updates.**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **January** | **2** | **16** | **30** | **May** | **7** | **21** | | **September** | **10** | **24** | | | |
| **February** | **13** | **27** | | **June** | **4** | **18** | | **October** | **8** | **22** | | | |
| **March** | **12** | **26** | | **July** | **2** | **16** | **30** | **November** | **5** | **19** | | | |
| **April** | **9** | **23** | | **August** | **13** | **27** | | **December** | **3** | **17** | **31** | | |

## VEGETATIVE COLLECTION EVERY OTHER WEDNESDAY APRIL-DECEMBER

**Vegetative Collection includes grass, leaves and brush. Place leaves and grass in biodegradable brown paper bags or open containers with handles. Keep brush separate from grass and leaves.** Do not sweep leaves into the gutter or street. Branches or brush must be tied with string in bundles not to exceed 18 inches in diameter and 4 feet in length. No limbs or brush over 3 inches in diameter will be accepted. **Collections should be at the curb the night before. Please see https://www.bluediamonddisposal.com or the Recycle Coach App for updates.**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **April** | **3** | **17** | | **July** | **10** | **24** | | **October** | **2** | **16** | **30** | | |
| **May** | **1** | **15** | **29** | **August** | **7** | **21** | | **November** | **13** | **27** | | | |
| **June** | **12** | **26** | | **September** | **4** | **18** | | **December** | **11** | **26** | | | |

**Vegetative Waste Containers Must Not Exceed 50 Pounds.** The carrier recommends using 32-gallon containers with handles or biodegradable brown paper bags. The 32-gallon containers with handles help keep the weight from exceeding 50 pounds, which prevents injuries to the crew.

IN THE EVENT OF INCLEMENT WEATHER AND UP-TO-THE-MINUTE INFORMATION, PLEASE VISIT:WWW.MCMUA.COM

## RECYCLABLES NOT PICKED UP?

Call MCMUA after 3:00pm to report if your recyclables were not picked up or before 10:00am the following day. The direct phone number to the MUA, our hauler, is 973-659-3490.
*Please leave your name, phone, address, town and item missed in the general mail box.*

## LEAVES/SNOW ORDINANCE #183-10

Rockaway Borough Ordinance #183-10 prohibits the throwing of the leaves and snow into the streets. Residents are required to put their leaves in brown paper bags or containers, not to exceed 50 pounds, and place leaves curbside on scheduled days.

## REFRIGERATORS, FREEZERS, AIR CONDITIONING UNITS & OTHER FREON APPLIANCES

**Effective January 1, 2024, all appliances containing Freon MUST be certified Freon-free before being dropped off at the Recycling Center or placed at the curb for a scheduled scrap metal pickup (see Page 9 for more information).** If you purchase a new Freon appliance, it is best to have the old one removed at that time.

For an up-to-date list of companies that will evacuate the Freon from your old appliance and give you a "Certified Freon Sticker" or take your appliance away, please visit the Morris County Municipal Utility Authority (MCMUA) at https://mcmua.com or call 973-829-8006.

# RECYCLE RESPONSIBLY

## Prepare material properly

- Use a lid to prevent the wind from blowing recyclables out of your container(s). Lids will prevent rain and snow from getting into your container(s).
- If your recyclable material does not fit into one container, use more than one so that loose material is not sticking out. **Never use a plastic bag.**
- Flatten corrugated cardboard boxes and stack them into reusable containers or into another cardboard box.
- All recyclable materials must be empty, clean, dry, and free of food residue.
- Containers with contamination may not be collected. Remove contamination by next scheduled recycling day for pick up by the recycling crews.
- Recycling containers must be at the curb by 6:00 AM on the day of collection.
- Report missed recycling collection by 10:00 AM the day following collection.

## Use properly sized containers

- The weight limit for a single container is 50 pounds when full.
- It is recommended that containers be no larger than 32 gallons each to avoid exceeding the weight limit. Use multiple containers if necessary.
- Retail stores sell recycling carts with wheels that are too big. They will exceed the 50 pound weight limit when full. Do **NOT** use large 64 and 95 gallon carts.
- Containers must have handles.

## Only recycle what is acceptable

- Be careful to follow the recycling guidelines as advertised by your town and on the MCMUA's website at www.MCMUA.com. Guidelines provide specific details about the materials that are and are not acceptable.
- Unacceptable materials increase the cost of operation and lower the value of recyclables. Your cooperation with these guidelines is greatly appreciated.
- If you have questions or would like recycling decals for your container, please contact your town's recycling coordinator or the MCMUA at 973-659-3490 or visit www.mcmua.com.

MORRIS COUNTY MUA MUNICIPAL UTILITIES AUTHORITY

MORRIS COUNTY'S RECYCLING RESOURCE
WWW.MCMUA.COM

4


Morris County Municipal Utilities Authority
SINGLE-STREAM
all-in-one
RECYCLING
The Morris County Municipal Utilities Authority "all-in-one," single-stream recycling collection program allows cans, bottles, cardboard and all other paper to be mixed together for recycling. All of these items can go into one recycling container.
Recycle office paper, file folders, junk mail, envelopes, flyers, newspapers and inserts, magazines, catalogs, paperbacks and phone books, wrapping paper, paper bags, tissue and cookie boxes, paper towel and toilet tissue cores, frozen food boxes, cartons and boxes used for milk, juice, soup, broth, etc., 6-pack and 12-pack cartons from soda, clean paper ice cream containers. Corrugated cardboard must be flattened.
Recycle plastic containers (bottles and non-bottles) coded:
Plastic caps and lids larger than 3" in diameter are acceptable. The smallest acceptable plastic container is an 8-ounce yogurt cup.
Containers must be empty.
1 PETE
2 HDPE
5 PP
Recycle aluminum and steel (tin) cans, loose metal jar lids, steel bottle caps, clean aluminum foil, pie plates and trays.
Containers must be empty.
Recycle glass bottles and jars with caps and lids removed. Recycle loose metal caps and lids. Bottles and jars must be empty.
Do not recycle plastics coded
3 V
4 LDPE
6 PS
7 OTHER
All items must be empty, dry, and free of food residue.
No liquids
No cups
No plastic items smaller than 8-ounce yogurt cups; for example, do not recycle small plastic caps or pill bottles
No VHS/VCR tapes
No hangers
No hardcover books
No flower pots or trays
No plant material or food waste
No window panes, mirrors, glass vases, ceramics, or Pyrex® dishware
No glass, plastics or metal other than what is listed
No electronic waste (batteries, cell phones, computers, etc.)
No paint, pesticides, oil and cleaners
No waxed paper
No waxed cardboard
No Styrofoam™ or paper to-go containers
No stickers or address label sheet waste
No spray pumps or nozzles
No straws
No motor oil, gas or anti-freeze containers
No clothing, textiles, or shoes
No hoses
No diapers
No garbage
Do not tie newspapers or cardboard
No pizza boxes
No aerosols or pressurized containers
No plastic bags
No shredded paper
DON'T BAG Recyclables
NO PLASTIC BAGS IN RECYCLING
WWW.MCMUA.COM
MORRIS COUNTY'S ENVIRONMENTAL RESOURCE

5

# RECYCLING SPECIFICATIONS

| ITEM | HOW TO PREPARE | WHERE TO RECYCLE |
|---|---|---|
| AEROSOL CANS | Must be empty. | Not recyclable, throw in regular trash. |
| AIR CONDITIONERS & HUMIDIFIERS | Must be Freon free and be accompanied by a Freon removal certification. | Recycling Center or contact Blue Diamond at 973-598-9800 to arrange a scrap metal pickup. |
| BATTERIES, CAR | | Contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility or locate a drop-off event. |
| BATTERIES, HOUSEHOLD | Tape the end terminals. | Not recyclable, throw in regular trash. |
| BATTERIES, RESEARCHABLE | | Recycling Center or contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility or locate a drop- off event. |
| BOOKS, HARDCOVER | | Book donation bin. |
| BOOKS, SOFTCOVER | | Book donation bin or curbside pickup. |
| BOXES | Flatten all boxes. | Curbside pickup or Recycling Center. |
| BOXES, PIZZA | | Not recyclable, throw in regular trash. |
| BRANCHES AND BRUSH | Tie in bundles not to exceed 18" in diameter or 4' in length. | Curbside pickup. |
| CANS, METAL | Empty and rinse clean. | Curbside pickup. |
| CELL PHONES/ACCESSORIES | Place in a Ziplock bag. | Recycling Center Shed. |
| CLOTHING/LINENS/SHOES, USED | | Recycling Center Clothing Bin. |
| COMPUTER MONITORS | | Recycling Center (Electronics Container) or contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility. |
| COMPUTERS/LAPTOPS | | Recycling Center (Electronics Container) or contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility. |
| CONCRETE OR ASPHALT | | Contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 for more information about applicable fees and proof of residency required to drop-off at a MCMUA Transfer Station. |
| CONSTRUCTION DEBRIS | | A construction dumpster is available at the Recycling Center, for residential use only, during the months of April and September. At other times, contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 for more information about applicable fees and proof of residency required to drop-off at a MCMUA Transfer Station. |
| DISHWASHER | | Contact Blue Diamond at 973-598-9800 to arrange for a scrap metal pickup. |
| DRYER | | Contact Blue Diamond at 973-598-9800 to arrange for a scrap metal pickup. |
| FISH TANKS/AQUARIUMS | | Not recyclable, throw in regular trash. |
| GAS GRILL | Remove propane tank. | Recycling Center or contact Blue Diamond at 973-598-9800 to arrange for a scrap metal pickup. |
| GLASS BOTTLES AND JARS | Remove lids and rinse to discourage odors, bugs, bees and rodents. Place in single-stream container. Do not recycle petroleum or pesticide containers. | Curbside pickup or Recycling Center. |
| GRASS | | Curbside pickup. |

# RECYCLING SPECIFICATIONS CONTINUED

| ITEM | HOW TO PREPARE | WHERE TO RECYCLE |
|---|---|---|
| HOUSEHOLD HAZARDOUS WASTE | | Contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility or locate a drop-off event. |
| INKJET TONER CARTRIDGES | Bag and tape ends securely. | Recycling Center Shed. |
| JUNK MAIL | Place in single-stream container. Do not tie or tape. Remove all plastic mailing wrappers. | Curbside pickup. |
| LAWN MOWERS | Remove oil and gas. | Recycling Center Metal Bin. |
| LEAVES | | Curbside pickup. |
| LIGHT BULBS, FLUORESCENT | | Contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility or locate a drop-off event. |
| MATTRESSES | | Curbside pickup as bulky item on regular garbage day. |
| MICROWAVES | | Recycling Center Electronics Shed. |
| MIRRORS | | Not recyclable, throw in regular trash. |
| MOTOR OIL, USED | | Contact Advanced Auto at 973-625-2828 or Jiffy Lube at 973-586-3338. |
| PAINT CANS, EMPTY AND DRY | Must be empty and dry. | Not recyclable, throw in regular trash. |
| PAPER, SHREDDED | | Not recyclable, throw in regular trash. |
| PLASTIC BAGS | | Not accepted in curbside recycling bins or at Recycling Center. Return to plastic bag recycling container located at your supermarket or place of purchase. |
| PLASTIC BOTTLES/CONTAINERS (1, 2, 5) | Rinse to discourage odors, bugs, bees and rodents. Place in sturdy container. **Do not recycle petroleum or pesticide containers.** Remove and discard plastic caps. | Curbside pickup or Recycling Center. |
| PRESSURIZED TANKS | | Contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility or locate a drop-off event. |
| PROPANE GAS CYLINDER (BBQ SIZE OR SMALLER) | | Contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility or locate a drop-off event. |
| SCRAP METAL<br>BRASS/COPPER/ALUMINUM/STEEL | | Contact Blue Diamond at 973-598-9800 to schedule curbside pickup or bring to Recycling Center. |
| STYROFOAM | | Not recyclable, throw in regular trash. |
| TELEPHONE BOOKS | | Curbside pickup or Recycling Center. |
| TELEVISIONS | | Recycling Center (Electronics Container) or contact Morris County Municipal Utilities Authority (MCMUA) at 973-829-8006 to schedule an appointment to drop-off at a Household Hazardous Waste facility. |
| TIRES | Purchase a coupon at the Municipal Building ($5 for all tires up to 16"). | Bring tires with coupon to the Recycling Center. |
| TOILETS | | Not recyclable, throw in regular trash. |
| VASES | Clean and dry. | Recycling Center Shed. |
| VCR TAPES | | Not recyclable, throw in regular trash. |

# HOUSEHOLD BATTERY MANAGEMENT

## ALKALINE BATTERIES

(Non-hazardous and use-once.)

**THROW IN THE GARBAGE**

Garbage, not rechargeable, single use, non-hazardous and **not** recyclable.

**Name on battery:** Alkaline, Zinc-carbon, and Zinc-chloride (Heavy Duty).

**Proper Disposal: Garbage**

Dispose of in garbage. Can be placed in regular trash as these are **NOT** hazardous.

## RECHARGEABLE BATTERIES

(Hazardous and multi-use.)

**RECYCLE WITH call2recycle**

Rechargeable, multi-use, hazardous yet recyclable with Call2Recycle.

**Name on battery:** Lithium ion (Li-ion), Nickel Cadmium (Ni-Cad), Nickel Metal Hydride (Ni-MH), and Small Sealed Lead Acid (SSLA/Pb).

**Proper Disposal: Call2Recycle Box**

Recycle with Call2Recycle drop-boxes (call2recycle.org/locator) (batteries must weigh less than 11 lbs. each) **OR** take to the MCMUA Household Hazardous Waste facility (www.MCMUA.com)

## OTHER BATTERIES

(Hazardous and use-once.)

**TAKE TO HOUSEHOLD HAZARDOUS WASTE PROGRAM**

Lithium, Button Cell. Not rechargeable, single use, hazardous and not recyclable.

**Name on battery:** Lithium (single use lithium-ion batteries may look like alkaline batteries – read battery carefully).

**Proper Disposal: Hazardous Waste**

Take to MCMUA Household Hazardous Waste facility. (Bag or tape each battery's terminal)

Dry cell, rechargeable batteries are found in cell and cordless phones, laptop computers, cordless power tools, digital cameras, remote control toys, e-bikes, and numerous other everyday items. DO NOT THROW RECHARGEABLE BATTERIES IN THE TRASH OR RECYCLING BIN. Improper battery disposal has caused an increased number of fires in New Jersey recycling centers, waste facilities and garbage trucks, resulting in millions of dollars in damage and lives put in danger. Do your part to be battery safe smart!

## call2recycle ATTENTION BUSINESSES, SCHOOLS & INSTITUTIONS

Call2Recycle® will provide free-of-charge drop-off boxes to any non-residential entity for the collection and recycling of their own rechargeable batteries. All one has to do is sign up online at www.call2recycle.org. Retailers and community recycling centers open to the public will be listed on the Call2Recycle® zip code locator and toll-free help-lines to encourage residents to recycle. Public agencies and businesses can participate in the Call2Recycle® program without being advertised as a public drop-off location if they do not want to be listed as such. Since everything is free-of-charge, the MCMUA is encouraging every business and/or public agency to request a drop off box, for its office or work site.

## RECYCLING ORDINANCE CHAPTER 203

Go to: www.rockawayborough.org and click "Help Me Find", then "Ordinances." Residents and businesses should familiarize themselves with this ordinance. Violations and fines can result from non-compliance.


## OUCH!

**PLEA SE KEEP NEEDLE S OUT OF THE RECYCLING BIN!**

Nobody wants to be stuck with a used needle. That is why you shouldn't throw your used needles in the recycling bin or inside a recycling container. Properly throwing away a used needle protects not just your family members and pets, but also protects the recycling and trash workers who help clean our streets.

**www.safeneedledisposal.com**

## Vases - A Reuse Program:

If you have unwanted vases or flower stem holders, bring them to the Recycling Center Shed. Do not put them into single stream-recycling. We will give them to local florists for reuse.

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# ADDITIONAL DISPOSAL INFORMATION

## COMMONLY QUESTIONED ITEMS AND HOW TO DISPOSE OF THEM


### Latex Paint:

Latex water-based paints are not hazardous and are not accepted at MCMUA hazardous waste disposal programs. Latex paint may be safely disposed of in the garbage. First, dry out latex paint cans by stirring absorbent material such as cat litter into the paint. The paint will harden within a few minutes. Then, leave the lid off the can, put the lid and the can into the regular garbage.

### Oil Based Paint:

Oil based pain is a flammable material. It must be disposed of at a Morris County Household Hazardous Waste Disposal Day or by appointment.

### Cardboard:

Dry, flattened cardboard should be placed curbside every other Tuesday on Recycling Day, or brought to the Recycling Center.

### Scrap Metal

White goods such as washing machines, dryers, stoves and dishwashers can be brought to the scrap metal container at the Recycling Center (or see page 2 for collection information). **Effective January 1, 2024, all appliances containing Freon MUST be certified Freon-free before being dropped off at the Recycling Center or placed at the curb for a scheduled scrap metal pickup.**

**REFRIGERATORS AND FREEZERS MUST HAVE THE DOOR AND FREON REMOVED.**

**NO PROPANE TANKS, HELIUM TANKS, OR FIRE EXTINGUISHERS.**

### Electronics:

State law prohibits the disposal of electronics and televisions in the trash. All TV's and electronics must be brought to the Recycling Center. The following items can be recycled in the electronics container: desktop computers, personal computers, computer monitors, televisions, desktop printers, fax machines.

**All electronics/Televisions should be placed as far back into the container as possible.**

### Household Hazardous Waste:

Prepare an inventory prior to calling the MCMUA. Check out the Morris County website for the latest information on Household Hazardous Waste, www.mcmua.com. You may also call 973-829-8006 for collection dates and sites.

### Construction Items:

**Residential construction items can be brought to the Recycling Center in April and September only.** Items such as windows, doors and sheetrock from small do-it-yourself projects can be placed in the dumpster. The dumpster will remain at the Recycling Center until it is full or for one month only. ***Please note that this dumpster is not to be used for large jobs performed by contractors, and it is not to be used for bulk items that can be put out weekly.***

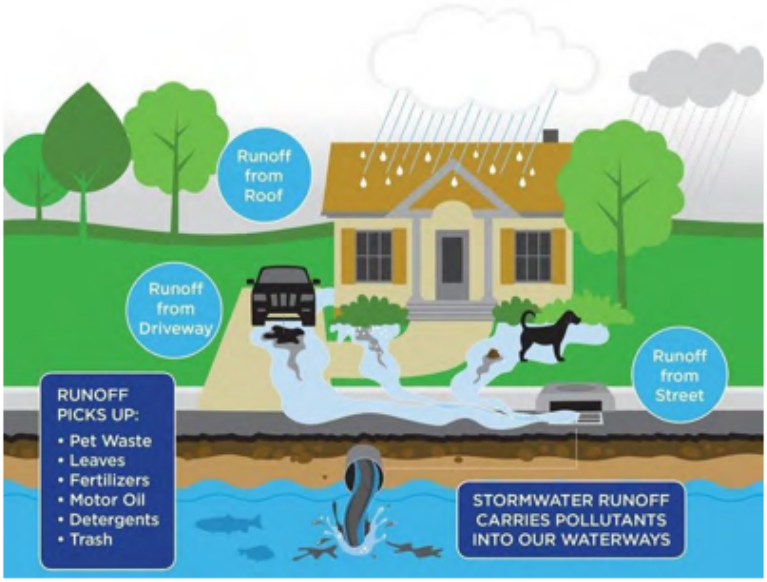
**NO BRICK PAVERS, CINDER BLOCKS, CONCRETE, GARDEN HOSES, RUGS OR METAL ITEMS.**


DO NOT PUT INTO THE RECYCLING RECEPTACLE
No clay pots, window-panes, mirrors, glass vases, ceramics, light bulbs, Pyrex®
No plastic coated
No plastic wrap or shrink wrap
No spray pumps, nozzles, straws
No plastic bags
No plastic boxes
No Styrofoam™
No VHS/VCR tapes, CDs/DVDs
No small medicine bottles and lids
No aerosol or pressurized containers
No hardcover books
No auto, paint, gas containers No propane tanks
No clothing, shoes, flip flops, textiles
None of the above
No insulated box liners
MORRIS COUNTY
mua
MUNICIPAL UTILITIES AUTHORITY
No liquids w No garbage w No small plastic caps
No plastic items smaller than an 8-ounce yogurt cup w No scrap metal w No cups
No pesticides w No oil or cleaners w No stickers/ address label sheet waste w No plant material
No food waste w No waxed cardboard or waxed paper w No items that can be plugged in
To recycle electronics or Household Hazardous Waste, make an appointment at

# SOLUTIONSTO STORMWATER POLLUTION

## EASY THINGS YOU CAN DO EVERY DAY TO PROTECT OUR WATER

- Limit your use of fertilizers and pesticides
- Dispose of yard waste properly
- Properly use and dispose of hazardous materials
- Don't feed wildlife
- Clean up after your pet
- Keep pollution out of the storm drains
- Don't litter




For more information on stormwater related topics, visit:

New Jersey Department of Environmental Protection
www.njstormwater.org. or https://dep.nj.gov/cleanwaternj

United States Environmental Protection Agency
www.epa.gov/npdes/stormwater or www.epa.gov/nps.

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# COMMUNITY RESOURCES

## BLOOD PRESSURE SCREENING

FREE blood pressure screening for Rockaway Borough Residents at the Rockaway Borough Public Library the 2nd Wednesday of each month at 1:30 pm.

## EMERGENCY ALERT SYSTEM – Smart 911 (RAVE)

Smart911

Scan the QR code or see the Borough's website for instructions on how to sign up for alerts.

## PARKS AND RECREATION NEWSLETTER!

The Parks and Recreation committee volunteers create a periodic newsletter which can be found on the Borough website under "Residents" and then "Newsletters."

## SENIOR GROUP (55 AND OLDER)

The Rockaway Borough Senior Group meets twice a month at the Community Center. Contact the Municipal Building at 973-627-2000 for more information.

## RECYCLE COACH

# IMPORTANT REMINDERS

## MUNICIPAL PARKING

Daily, weekly, monthly and yearly parking permits are available for municipal lots throughout the Borough. For more information, please call 973-627-2000 x221.

Ordinance 23-17 amended Chapter 241, Vehicles and Traffic, of the Code of the Borough of Rockaway. The changes include limiting parking in Municipal Lots 1-4 to four hours and prohibiting overnight parking in most municipal lots (with the exception of vehicles parked in areas designated for permit parking and displaying a valid parking permit issued by the Borough of Rockaway). A copy of the ordinance can be found on the Borough website or obtained through the Borough Clerk.

## PERMITS REQUIRED

You must obtain permits for various actions including, but not limited to:

- Renovations, demolition, or new construction
- Adding a fence, pool, generator, shed or other accessory structure
- Removal of trees
- Adding, removing, or moving soil on your property
- Any projects that affect, or are adjacent to, a street, curb or sidewalk
- Any filming occurring within the Borough on public or private property
- Opening a business within the Borough
- Use of fields or other Borough facilities

You must call 811 or 800-272-1000 three (3) business days prior to digging for a free markout.

## REQUIREMENTS FOR SELLING YOUR HOME

Prior to selling your home, you must:

- Obtain a Certificate of Compliance through the Fire Prevention Bureau
- Schedule a final water/sewer reading through the Water Clerk
- Pay your property taxes in full

For more information regarding requirements for selling your home, please visit our website, www.rockawayborough.org and click on "Help Me Find" and then "Applications/Forms."

## RESIDENTIAL RENTAL PROPERTIES

A Landlord Registration Form must be completed and returned to the Municipal Clerk for each residential rental property two units or less; three units or more must register with the Bureau of Housing Inspection.

## PARKING PROHIBITED DURING SNOW AND ICE EVENTS

Section 241-25.1 of the Code of the Borough of Rockaway prohibits parking on any street or highway whenever snow, ice, sleet, freezing rain, etc., has fallen and the accumulation is such that it covers the streets and until such time as the streets have been plowed and/or treated sufficiently that parking will not interfere with the normal flow of traffic.

# WATER UTILITY

## MANDATORY LEAD SERVICE LINE REPLACEMENT

On July 22, 2021, Governor Murphy signed legislation into law for mandatory lead service line replacement, "NJ Bill A5343/S3398," P.L.2021, Ch. 183, effective immediately upon signature. Public community water systems must be inventoried and all known lead service lines and all service lines of unknown materials must be replaced by July 22, 2031.

The Borough of Rockaway is currently in the process of identifying what type of water service lines all Rockaway Borough water customers have entering their homes or businesses. This process is going to require the cooperation of all public water customers. Please test your service line with a scratch test and magnet test and then fill out the Water Material Identification Study. Additional information and instructions can be found at https://www.rockawayborough.org/departments/publicworks/water.shtml The property owner is responsible for the water line from the curb box (shut off).


### Has your water bill increased unexpectedly?

Please reference the leak calculation chart below to see how a leak may impact your water usage.

| Leak Size | | Gallons Per Day | Gallons Per Month | Cubic Feet per Quarter |
|---|---|---|---|---|
| | | | | |
| | A dripping leak consumes: | 15 gallons | 450 gallons | 180 Cubic Feet |
| | A 1/32 in. leak consumes: | 264 gallons | 7,920 gallons | 3,168 Cubic feet |
| | A 1/16 in. leak consumes: | 943 gallons | 28,300 gallons | 11,319 Cubic Feet |
| | A 1/8 in. leak consumes: | 3,806 gallons | 114,200 gallons | 45,681 Cubic Feet |
| | A 1/4 in. leak consumes: | 15,226 gallons | 456,800 gallons | 182,721 Cubic feet |
| | A 1/2 in. leak consumes: | 60,900 gallons | 1,827,000 gallons | 730,800 Cubic Feet |

# CONTACT AND SOCIAL MEDIA INFORMATION

## MUNICIPAL BUILDING

1 East Main Street, Rockaway, NJ 07866
973-627-2000
Extensions:
1 – Tax Collector
2 – Water Clerk
3 – Finance
4 – Construction
5 – Tax Assessor
6 – Health Department
7 – Municipal Clerk
8 – Borough Administrator
9 – Registrar
★ – Department of Public Works
217 – Parks and Recreation
www.rockawayborough.org
HOURS: Monday – Friday, 8:30 am – 4:30 pm

## POLICE DEPARTMENT

33 Maple Ave, Rockaway NJ 07866
973-627-1314 (Non-Emergency)

## FIRE DEPARTMENT

1 East Main Street, Rockaway, NJ 07866
973-625-0006

## DEPARTMENT OF PUBLIC WORKS

21-25 Union Street, Rockaway, NJ 07866
973-627-7025 or 973-627-2000
HOURS: Monday – Friday, 7:30 am – 3:30 pm

For after-hours water/sewer emergencies, call the non-emergency number for the Police Department at 973-627-1314.

## RECYCLING CENTER

21-25 Union Street, Rockaway, NJ 07866
973-627-7025 or 973-627-2000
HOURS: Tuesday through Friday 9:00 am – 2:00 pm,
Saturday 9:00 am – 12:00 pm
CLOSED ON SUNDAY, MONDAY, HOLIDAYS, AND DURING SNOW EVENTS

## HEALTH DEPARTMENT

(Randolph Township Shared Services)
502 Millbrook Avenue, Randolph, NJ 07869
973-627-2000 extension 6 or 973-989-7050
HOURS: Monday – Friday, 8:30 am – 4:30 pm

## PARKS AND RECREATION

1 East Main Street, Rockaway, NJ 07866
973-627-2000 extension 217

## PUBLIC LIBRARY

82 East Main Street, Rockaway, NJ 07866
973-627-5709 • www.rblibrary.org
HOURS: Monday/Wednesday 12:00 pm – 8:00 pm,
Tuesday/Thursday/Friday 10:00 am – 6:00pm,
Saturday 10:00 am – 2:00 pm

## SOCIAL MEDIA

FACEBOOK:
Borough of Rockaway
Rockaway Borough Fire Department
Rockaway Borough Parks and Recreation
Rockaway Borough Police
Rockaway Borough Public Library

RECYCLE COACH:

SCAN ME

RAVE (SMART911):

Smart911

## A GUIDE TO HEALTHY HABITS FOR CLEANER WATER

Pollution on the streets, parking lots and lawns is washed by rain into storm drains, then directly to our drinking water supplies and the ocean and the lakes our children play in. Fertilizer, oil, pesticides, detergents, pet waste, grass clippings: you name it and it ends up in our water.

Stormwater pollution is one of New Jersey's greatest threats to clean and plentiful water, and that's why we're all doing something about it.

By sharing the responsibility and making small, easy changes in our daily lives, we can keep common pollutants out of stormwater. It all adds up to cleaner water, and it saves the high cost of cleaning up once it's dirty.

As part of New Jersey's initiative to keep our water clean and plentiful and to meet federal requirements, many municipalities and other public agencies, including colleges and military bases, must adopt ordinances or other rules prohibiting various activities that contribute to stormwater pollution. Breaking these rules can result in fines or other penalties.

**AS A RESIDENT, BUSINESS, OR OTHER MEMBER OF THE NEW JERSEY COMMUNITY, IT IS IMPORTANT TO KNOW THESE EASY THINGS YOU CAN DO EVERY DAY TO PROTECT OUR WATER.** SEE PAGE 11.


# YOUR 2024 GUIDE TO RECYCLING IN ROCKAWAY BOROUGH

INCLUDING PICK-UP SCHEDULES (PG. 2-3) & WHAT TO RECYCLE WHERE (PG. 6-7)

**ROCKAWAY BOROUGH RECYCLING CENTER**
21-25 UNION STREET • ROCKAWAY, NJ 07866
HOURS: TUES. - FRI. 9:00AM-2:00PM *
SAT. 9:00AM - 12:00PM
CLOSED ON SUNDAY, MONDAY, HOLIDAYS, AND DURING SNOW EVENTS
www.rockawayborough.org

PRSRT STD
U.S. POSTAGE
**PAID**
DOVER, NJ
PERMIT NO. 607

**POSTAL PATRON**
ROCKAWAY, NJ 07866

**Questions?**
Call 973-627-7025
Monday-Friday 9:00am-2:00pm